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ABSTRACT

An instructor's manual and student activity guide on accounting are provided in this set of prevocational education materials which focuses on the vocational area of office occupations. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide includes the following elements: title of activity, duration of activity (four to eight periods), activity goals, instructional objectives, related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, and masters for duplication [view fact sheet and various business forms]). The student activity guide is organized around the different jobs in one of two companies. These jobs include food and drug inspector, food processing supervisor, labeling supervisor, food labeler, distribution supervisor, coin collector, and secretary. Step-by-step instructions (narrative and illustrations) for completing each instructional objective are provided. At the end of each set of instructions is a student check point (evalution activity). Occupational descriptions for a food and drug inspector, secretary, order clerk, coin collector, and production supervisor conclude the document. (JH)

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ED169297

OFFICE OCCUPATIONS – ACCOUNTING

Kit No. 8

INSTRUCTOR'S MANUAL

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1978

CE 020 482

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EDUCATION & WELFARE
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TITLE OF ACTIVITY

Kit No. 8, Office Occupations – Accounting

DURATION

Main Activity: 3 – 5 periods
Follow-up: 1 – 3 periods

GOALS

The student will gain an understanding of basic accounting procedures.

The student will learn the responsibilities of a managerial position.

The student will understand the necessity for accurate efficient work.

The student will see how each job is important to the successful operation of a business.

The student will understand how businesses work together.

The student will see how businesses depend on each other.

The student will see how businesses depend on the public.

INSTRUCTIONAL OBJECTIVES

Snack-Rite Company:

Food and Drug Inspector

The student will coordinate departments to achieve a smooth operation of the company.

Food Processing Supervisor

The student will check other employees' work.

The student will combine the individual reports.

The student will play a part in how different jobs in the same business will work together toward one goal.

Labeling Supervisor

The student will preside over departmental meetings.

The student will check production sheets to make sure they are correct.

The student will add all the production sheets to come up with the totals for the department.

Distribution Supervisor

The student will control the smooth operation of the department.

Food Processor and Packager

The student will make sure the correct number of items are in each package.

The student will correctly package the food items.

The student will accurately fill out the processing form.

The student will help other students after completing his/her tasks.

Food Labeler

The student will correctly label the contents of each bag.

The student will correctly fill out a production form.

Distribution Department

The student will properly fill orders from customers.

The student will properly fill out business forms.

Secretary

The student will process the mail and use it to fill out order forms.

The student will make sure all orders are filled.

Coin Collector

The student will properly fill the vending machine.

The student will share the profits with the Work Hard Mfg. Co.

Work Hard Manufacturing Company:

Secretary

The student will properly order goods.

The student will properly fill out forms.

VOCATIONAL CLUSTERS

Agriculture, Distributive Education, Health Occupations, Home Economics, and Trade & Industry

ACTIVITY IMPLEMENTATION

A. DESCRIPTION

The students will be employed by either a company that processes, labels, packages, and delivers vending machine goods or by a manufacturing company that orders from the vending machine company. The students will see, first hand, how companies accept, fill, and get paid for services and goods.

B. Safety

Hand washing should be the first step for anyone who handles the food.

C. Materials

1. Audio Visual Equipment:
   None

2. Technical Equipment
   Vending Machine
   Coins

3. Expendable Materials:

   Signs:
   Packing
   Labeling
   Processing
   Secretary
   Work Hard Manufacturing Company

   8 ½-sheets carbon paper
   3 large cardboard boxes
   6 small cardboard boxes with lids
   Prewrapped candy —For 24 bags
   Peanuts in the shell —For 37 bags
   Prewrapped Gum —For 22 bags
   Stapler and Staples
   Plastic bags
   Twist ties (or string or cellophane tape)
   Paper for labels
   Mailing labels
   Magic marker
   Tape

D. Preparation Prior to Class

You will need to assign jobs to the members of your class. Most students will probably perform well in any job. The delivery person, however should be a student who can figure simple percentages. You may wish to determine the amount each person will make, or you may wish to let the students enter into a discussion to decide how much each position should earn. If the latter is the case, be sure to point out that supervisory positions carry more responsibility, and therefore should receive more pay. Also, be sure to remind them that the pay should not exceed the proceeds. Therefore, it may be a good idea to represent pay in the form of percentages.

It would also probably be a good idea to work the vending machine yourself to familiarize yourself with its operation.

Of course, reading the student's books would make clear each job's functions.

This activity can accommodate 7-25 students. The variances can be as follows:

Snak-Rite Company:

Secretarial Staff 1-3
Food and Drug Inspector 1-3
Supervisors 3
Processing and Packaging 1-5
Labelers 1-5
Distributors 1-5
Coin Collector 1

Work Hard Company:

Secretary 1

It is suggested, though, that you concentrate on not making any one department too heavy for it may cause the operation to bog down. For example, do not have a lot more packagers than labelers, for labeling will probably take longer,anyway.

When you are purchasing the prewrapped candy and gum, be sure to find a package that lists the ingredients. The students will have to copy the contents on the labels. For peanuts, of course, the label should say something like, fresh, 100% pure (boiled or parched) peanuts. You may want to boil or parch the peanuts yourself, or buy them already cooked.

E. During Class Session

INTRODUCTION:
In this activity we are going to see the

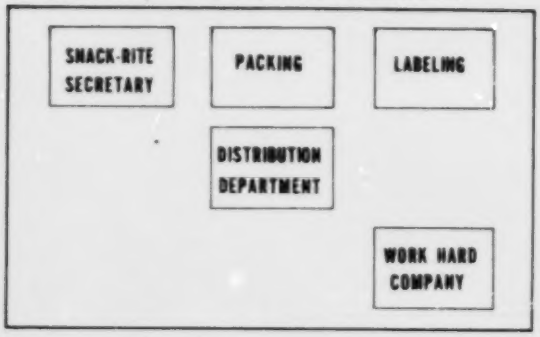
steps that are followed in ordering, processing, supplying, and paying for items. The whole process starts with one of our customers ordering our goods (in this case vending machine foods). The secretarial department will fill out an order form and send it to the distribution department. The distribution department fills the orders with goods they have received from the labeling and packaging departments.

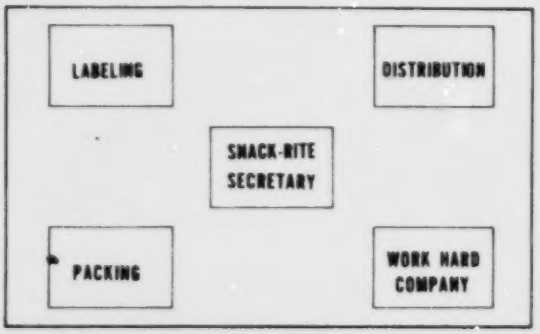
We will see how much one job depends on another and how sometimes it is necessary to pitch in and help each other in order to keep the products flowing smoothly.

TO THE TEACHER:

If the students draw out of a hat for their jobs, now is the time to do this. If you let the students choose their own jobs, now is the time to do this.

A class discussion on how to set up the room and advantages and disadvantages of certain set ups would come in well here.





Have each department go to the preassigned area and set up the department for its most efficient use.

Have each department make and display the signs. GIVE OUT PROGRAMMED TEXTS.

The secretary for the Work Hard Mfg. Company should start immediately on the letter to order the goods.

The other departments may want to have brief meetings and go over their booklets together.

Give the correct forms to the correct departments.

Form I – Food and Drug Inspector
Form II – Processing Supervisor
Form III – Labeling Supervisor
Form IV – Each Packer
Form V – Each Labeler
Form VI – Each Distributor
Form VII – Secretary
Form VIII – Coin Collector
Form IX – Secretary at Work Hard Mfg.
Form X – Distribution Department

F. Follow-up Activities

1. Each student will fill out a VIEW Fact sheet.
2. Let one student follow through all the steps while the rest of the class watches. Time how long it takes for one person to do all the steps. And the time that an individual spent on his job. (This should show how specialization and mass production is a more efficient method of producing goods.)
3. Conduct a class discussion on whether the set up of the factory was the best or if another may have been better.
4. Look in the newspaper to see if any of these jobs are available in your area.
5. Take a field trip to a manufacturing company to see how each step fits into the total picture in a manufacturing company.
6. Pay each student 1 coin – at least.
7. If time permits, do the activity again, only this time each student must perform a different job (compare production sheets).
8. Let all students use the money they have earned to buy their choice from the vending machine.

(When the activity is completed, be sure all 30 coins are in the coin box.)

MASTERS FOR DUPLICATION

1. VIEW Fact Sheet
2. Forms I – X

VIEW FACT SHEET

NAME _____ CLASS _____ OCCUPATION _____

A. List the advantages (good points) of this occupation (job).

B. List the disadvantages (bad points) of this occupation (job).

C. List three things you should know to do this occupation (job).
1.
2.
3.

D. What type of education should you get to be prepared (do) for this occupation (job)?

E. What courses must you take to go into this occupation (job)?

F. What do you think your future in this occupation (job) will be?

G. What wage can you expect in this occupation (job)?

H. What are the working hours of this occupation (job)?

I. To learn more about this occupation (job), write to:

J. Using a scale of 1 to 5, circle the number that measures your interest in this occupation (job) as a possible career.

I don't like it. 1 2 3 4 5 I like it.

FORM I

RUINED FOOD FORM

Date _____ Food and Drug Inspector's Name _____

Number of items ruined _____

Brief description of what happened:

Employee handling food _____

Should employee pay for item? Yes ____ No ____

Supervisor _____

FORM II

Processing Dept. Supervisor _____

Employee's Names	No. Bags Peanuts	No. Bags Candy	No. Bags Gum	Total
Total				

Shortage or Overage today? Yes ____ No ____

Date _____

FORM III

Labeling Dept. Supervisor _____

Employee's Name	No. Bags Peanuts	No. Bags Candy	No. Bags Gum	Total
Total				

Date _____

FORM IV

PROCESSOR & PACKAGER'S REPORT

Employee's Name _____

Date _____

Number packaged:	Peanuts	Candy	Gum	Total
	_____	_____	_____	_____

Supervisor's Signature (after check) _____

Food and Drug Inspector's Signature _____

FORM V

LABELER'S REPORT

Employee's Name _____

Date _____

Total No. Labeled:	Peanuts	Candy	Gum	Total
	_____	_____	_____	_____

Supervisor's Signature _____

FORM VI

PACKING SLIP

TO: _____ Date _____

_____ Packer _____

_____ Supervisor _____

Amount	Description	Checked

FORM VII

ORDER FORM

Name of Company _____ Date _____

Address _____

City, State, ZIP _____

Quantity	Description

FORM VIII

TOTAL COINS FROM MACHINE _____

(10% = .10) X .10

= Amount going to Work Hard Mfg. Co.

for example:

30
x .10
3.00 = 3 coins

to Work Hard Mfg. Co.

FORM IX

RECEIPT

19_____ Rec'd from _____ $ _____ for _____ _____	_____ 19____ Received from _____ _____ Dollars for _____ $ _____ _____
19_____ Rec'd from _____ $ _____ for _____ _____	_____ 19____ Received from _____ _____ Dollars for _____ $ _____ _____
19_____ Rec'd from _____ $ _____ for _____ _____	_____ 19____ Received from _____ _____ Dollars for _____ $ _____ _____

FORM X

ADDRESSES FOR SNAK RITE CUSTOMERS

Charles E. Benson Co.
2839 West Sanford Avenue
Spartanburg, SC 29630

Richards Manufacturing Co.
118 Elm Street
Columbia, SC 29648

Eddie's Service Station
82 Brown's Mill Road
Clemson, SC 29631

Work Hard Manufacturing Co.
3874 Liberty Highway
Anderson, SC 29621

Jackson Bolt Company
5960 Pinebrook Drive
Sandy Springs, SC 29624

Elite Department Store
1146 Main Street
Belton, SC 29627

OFFICE OCCUPATIONS – ACCOUNTING

Kit No. 8

STUDENT ACTIVITY GUIDE

Prepared by

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ACCOUNTING

INTRODUCTION

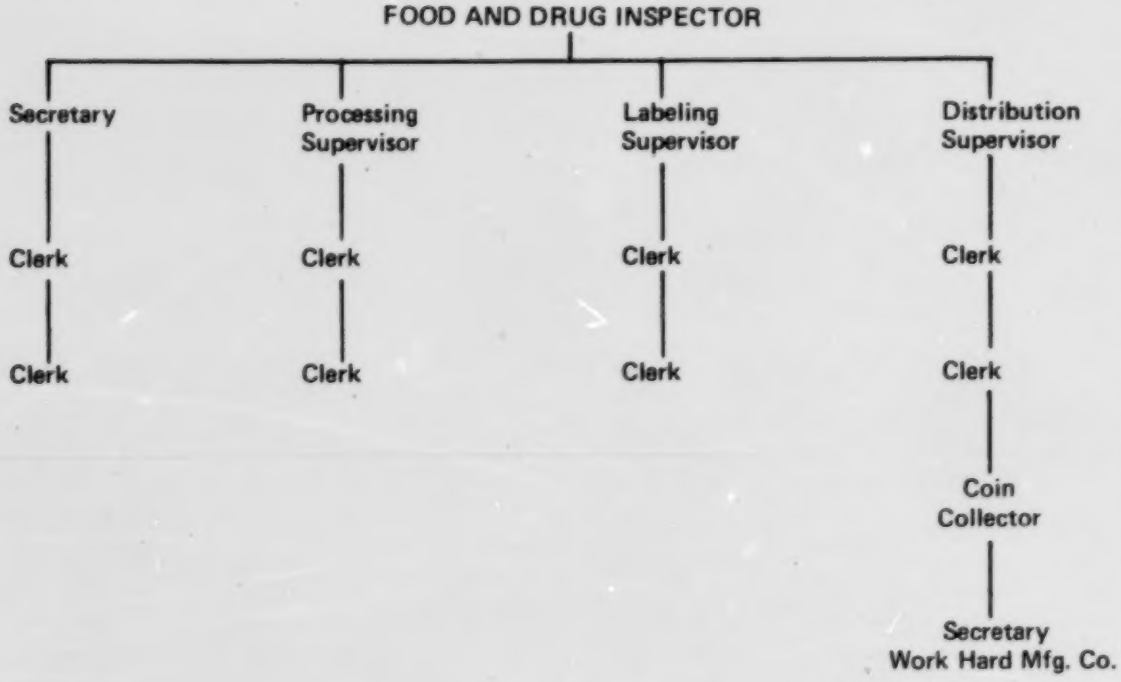
Welcome to the Snak-Rite Vending Machine Company. Snak-Rite is a company that obtains, packages, and distributes vending machine snacks.

Our largest customer is the Work Hard Manufacturing Co. We are concerned with making sure the vending machines in their canteen are filled. If the machines are empty, they are not making any money.

Your job here will be in one of three departments: 1. Executive – made up of supervisors of each division, and a food and drug inspector to insure proper cleanliness and health standards are observed. 2. Stenographic – these persons handle the paperwork involved in filling orders. 3. Laborers – process, package, label, and distribute the food.

You will be paid for your work here, and will be able to buy some refreshments from the vending machine. Enjoy your work, for it may lead to bigger and better opportunities.

FLOW CHART



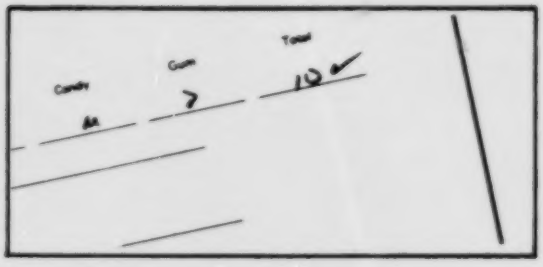
DIRECTIONS

Follow each step of the programmed text. Do not write in the text.

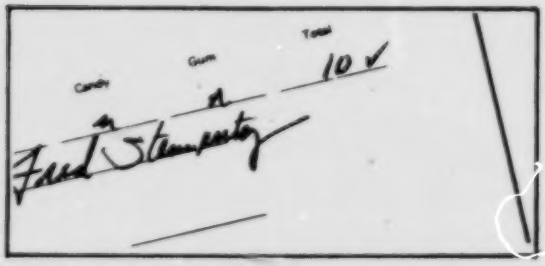
SUPERVISOR - FOOD PROCESSING

Instructional Objective 1

The student will check other employees' work.



STEP 1 – Check each processing form and make sure it is correct.



STEP 2 – Sign the forms.

STEP 3 – Collect all processing forms.

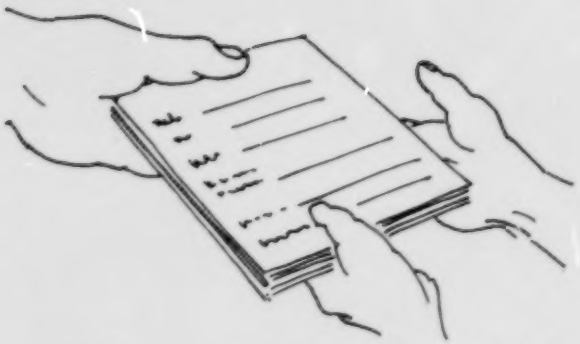
Check Point

Have you collected all the sheets in an orderly fashion?

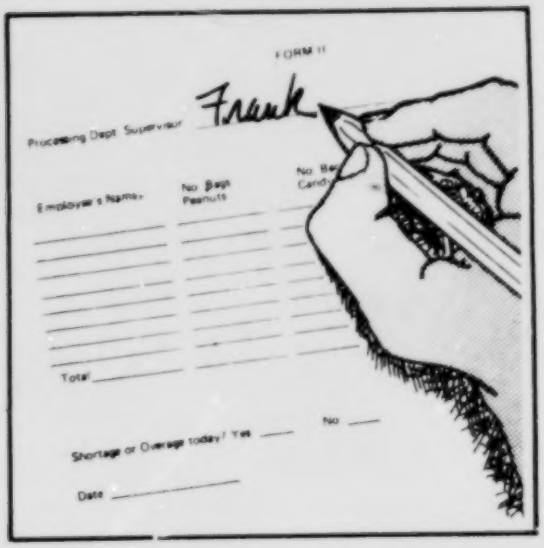
Did you re-check all the forms filled out by the employees to make sure they are correct?

Instructional Objective II

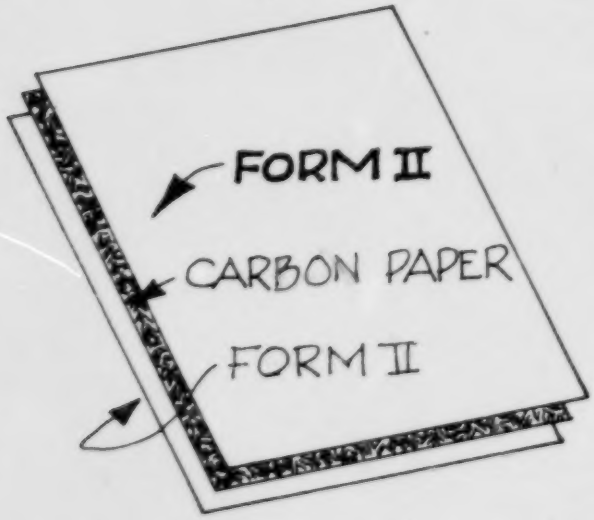
The student will combine the individual reports.



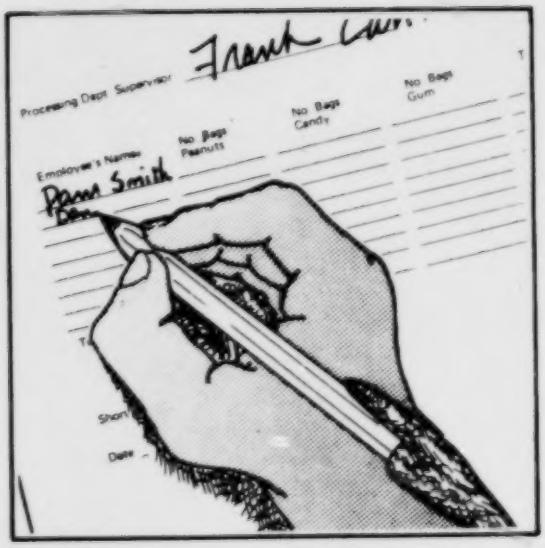
STEP 1 – Get a sheet of carbon and two copies of form II from your teacher.



STEP 3 – Put your name in the blank that says Processing Department Supervisor.



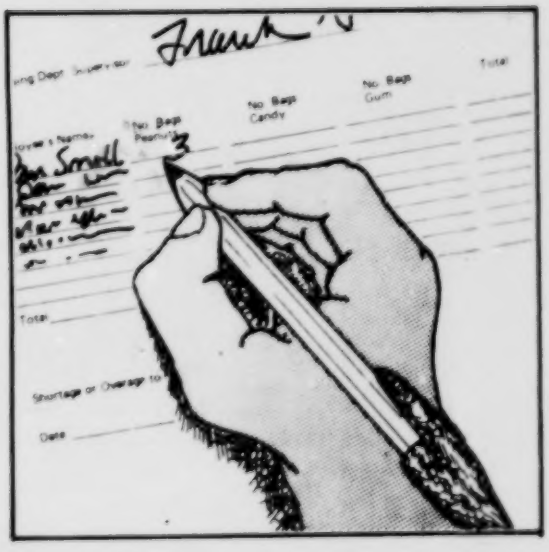
STEP 2 – Put the carbon paper between the other two forms.



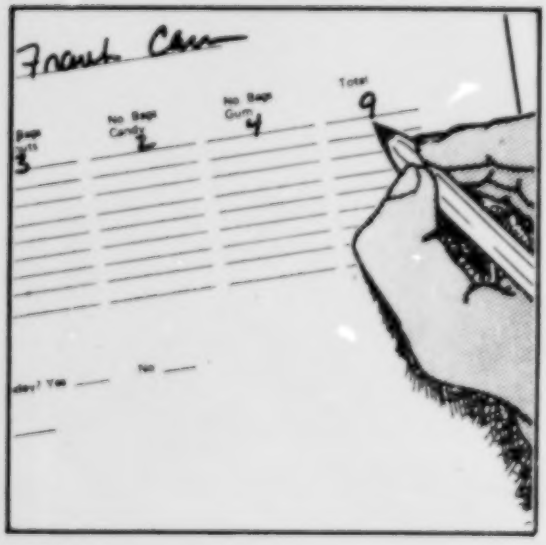
STEP 4 – Write the name of each employee in your department in a straight column down the page.

STEP 5 – Put the number of peanut bags the processor filled in the first column.

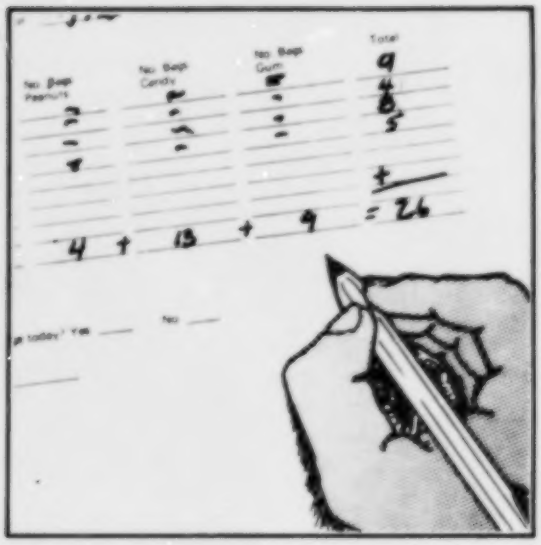
STEP 7 – Put the number of gum bags the processor filled in the third column.



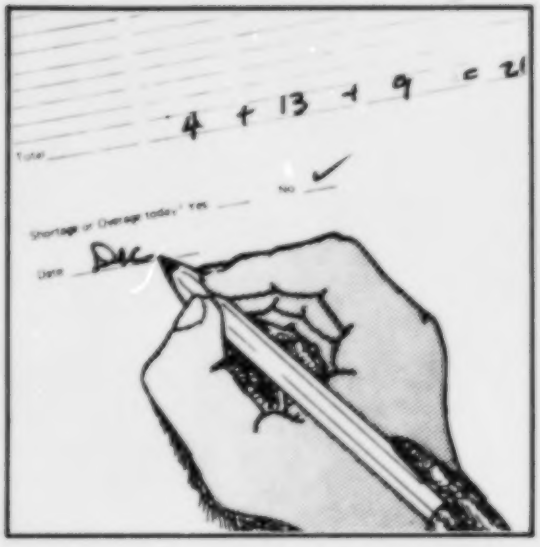
STEP 6 – Put the number of candy bags the processor filled in the second column.



STEP 8 – Put the total number of bags the processor filled in the total column.



STEP 9 – Total all the columns. Add the totals of the first three columns. The answer you get by adding the first three columns should be the same as the total of the last column.

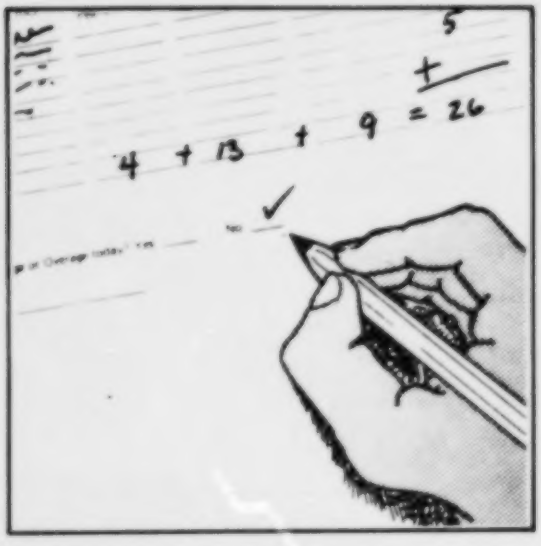


STEP 11 – Put in the date on the date line.

Check Point

Did your answer from the last column equal the answer from adding the other three? If not, go back and check the whole report.

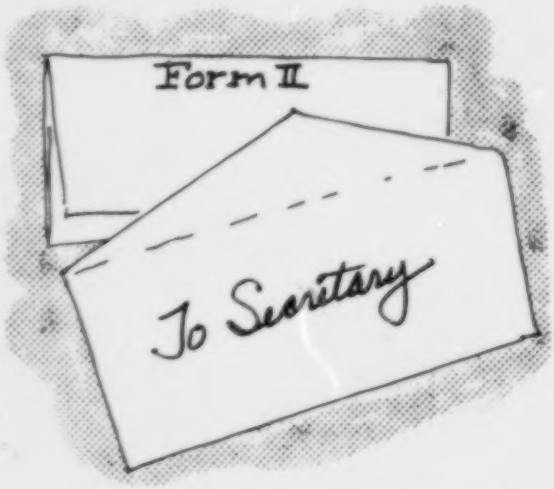
Is the form totally and correctly filled out?



STEP 10 – If any of the people in your department reported an overage or a shortage to you, check the "yes" blank. If no one in your department reported to you, check the "no" blank.

Instructional Objective III

The student will see how different jobs in the same business will work together toward one goal.



STEP 1 – Give one copy of form II to the secretary.

STEP 2 – Keep one copy for your department.

Check Point

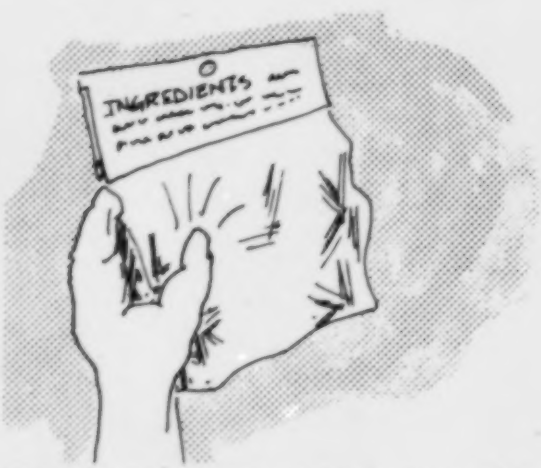
Did you give an accurate report to the secretary?

LABELING SUPERVISOR

Instructional Objective 1

The student will preside over departmental meetings.

STEP 1 – Hold a meeting with your employees to decide what picture to put on the label.



STEP 2 – Make sure each labeler knows the ingredients for each food item. (Peanuts are pure, fresh peanuts; Candy ingredients will have to be copied from the package from which you got the candy; Gum ingredients will have to be copied from the package from which you got the gum).

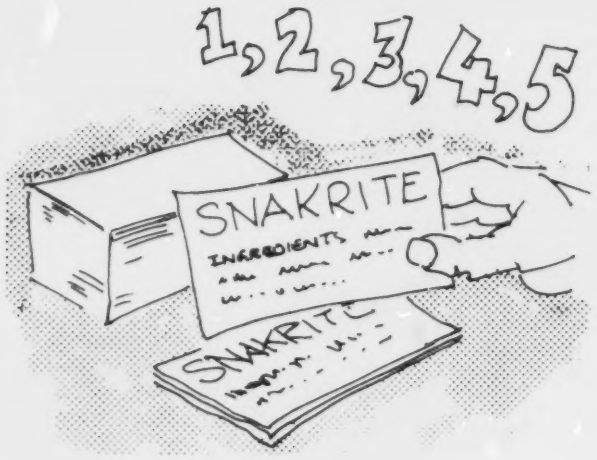
STEP 3 – Make sure each label is accurately done.

Check Point

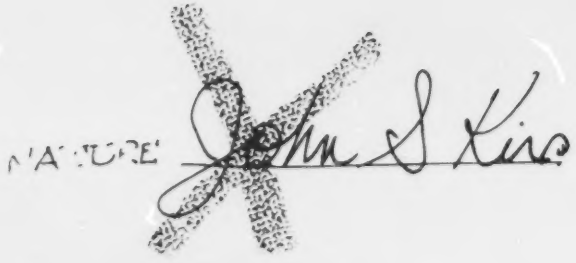
Did you check the labels for accuracy? Did you make perfectly clear the things that were to appear on the label?

Instructional Objective

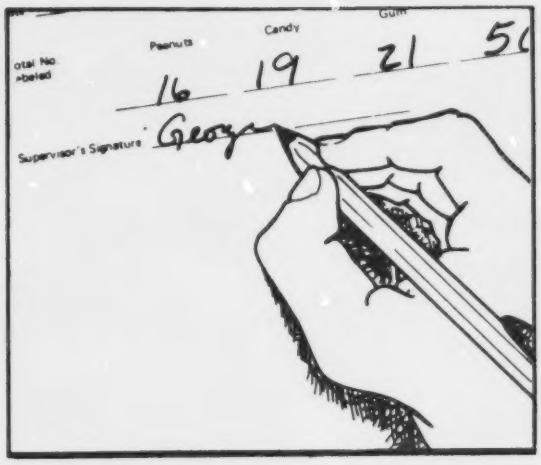
The student will check all production sheets to make sure they are correct.



STEP 1 – Count the number of labels each employee finishes.



STEP 2 – Do not sign the production sheet until you are sure it is accurate. (Each labeler is supposed to initial each label he/she finishes, so this should be easy to check.)



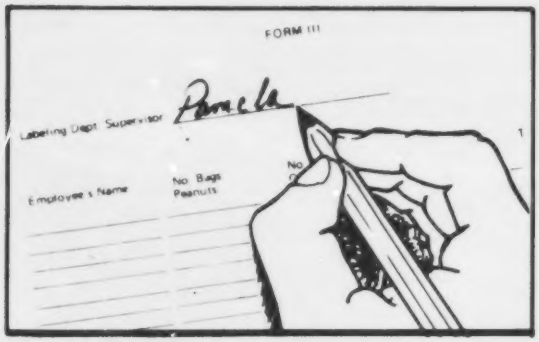
STEP 3 – If you are sure the labeler did finish the number of labels the production sheets show, sign the production sheet where it says Supervisor's signature.

Check Point

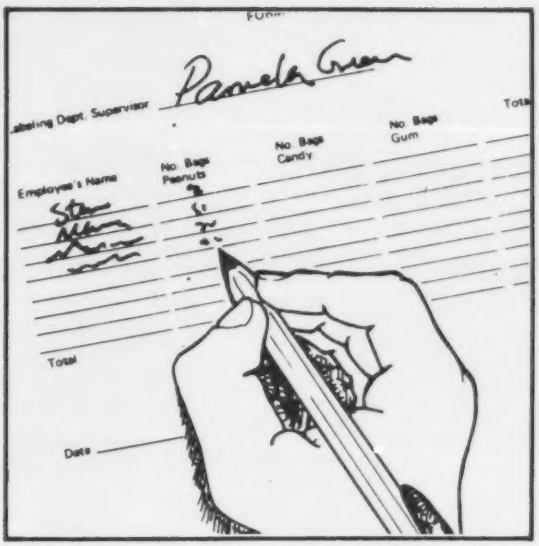
Did you check each individual production sheet for accuracy?
Did you check each label to see if it was initialed?

Instructional Objective III

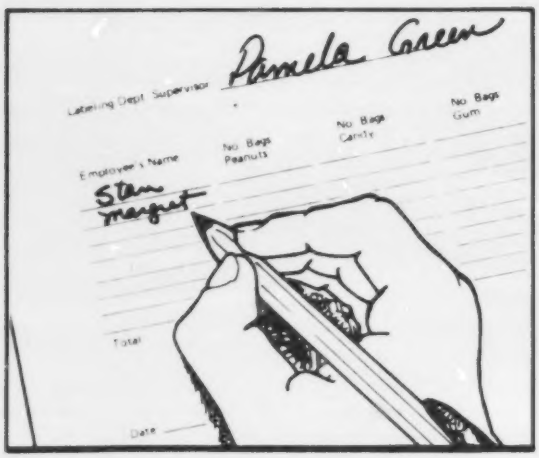
The student will add all the production sheets to come up with totals for the department.



STEP 1 – Put your name next to where it says Labeling Department Supervisor.

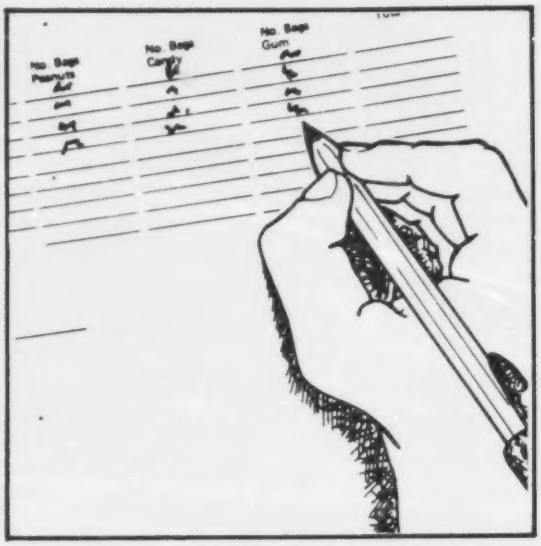


STEP 3 – Put the number of bags of peanuts the employee labeled in the first column.

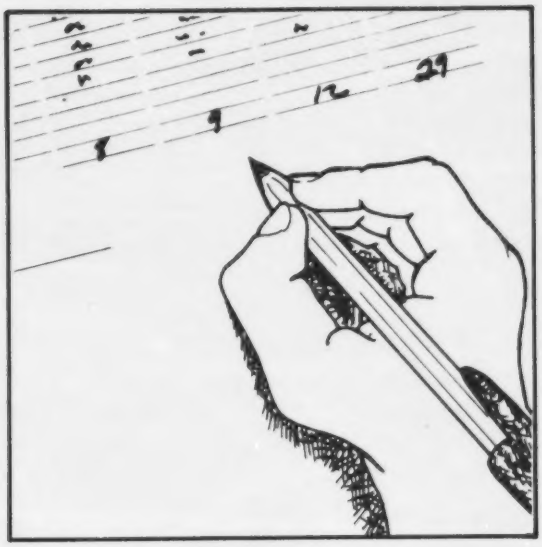


STEP 2 – Using the employee's production sheets, list each employee's name in the first column.

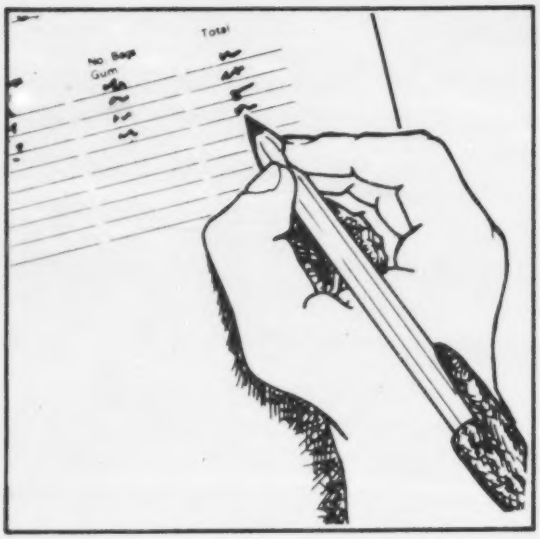
STEP 4 – Put the number of bags of candy the employee labeled in the second column.



STEP 5 – Put the number of bags of gum the employee labeled in the third column.

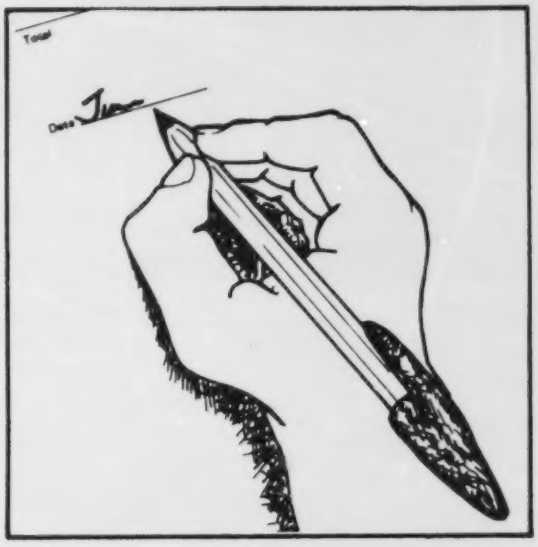


STEP 7 – Total each column.



STEP 6 – Put the total number of bags the employee labeled in the fourth column.

STEP 8 – Check your totals. (Add the first three columnar totals. The answer should equal the total of the fourth column.)



STEP 9 – Put today's date on the date line.

Check Point

Did your totals come out correct?

Did you fill in the production form accurately?

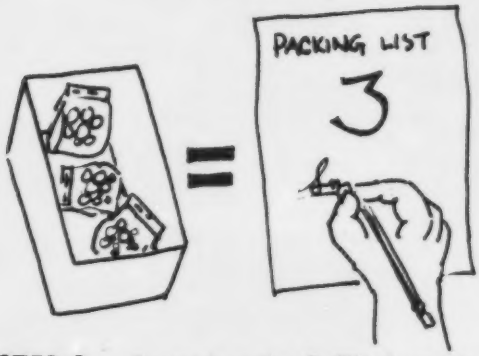
DISTRIBUTION SUPERVISOR

Instructional Objective 1

The student will control the smooth operation of the department.

STEP 1 – Pick up the orders to be filled from the secretary.

STEP 2 – Give out equal numbers of orders to be filled to each employee.

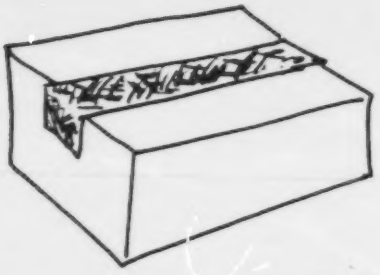


STEP 3 – As each order is filled, count the items in each box. If the count agrees with the number listed on the packing slip, sign the packing slip.

STEP 4 – Check the spelling, numbers, and addresses of each mailing label to make sure the labels are correct. (Your teacher will give you a list of the names and addresses of all your company's customers).

STEP 5 – Send one copy of the packing slip to the secretary.

STEP 6 – Enclose one copy of the packing slip in the box with the order.



STEP 7 – Make sure the order will not spill out of the box by either folding the top of the box, or by taping it closed.

Check Point

Did you recheck every order that was filled?

Did you check the packing slip?

Did you check each mailing label?

Did you send one copy of the packing slip to the secretary and put one packing slip in the box with the order?

Did you make sure the order would not spill out of the box?

FOOD PROCESSOR and PACKAGER

Instructional Objective 1

The student will make sure the correct number of items are in each package.

STEP 1 – Wash hands.

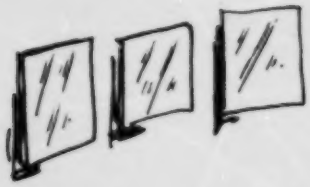
STEP 2 – Count all items to make sure the package contains the number of items the package says it should. If the amounts are not the same, notify your supervisor of the shortage or overage. (A shortage means that there were too few items in the package. For example, if the package says there should be 8 sticks of gum and there are only 7, there is a shortage of one. An overage means that there were too many items in the package. For example, if a bag of candy says there should be 60 pieces of candy, and there are 63, there is an overage of three).

Check Point

Did you immediately tell your supervisor of a shortage or overage?

Instructional Objective II

The student will correctly package the food items.



STEP 1 – Pick up enough bags to package two food items in every bag. (Example: if you have 14 items, you will need 7 bags.)

STEP 2 – Place food items into the bags.

STEP 3 – Put string, twist-tie, or tape around the top of the bag to keep the food from spilling out.

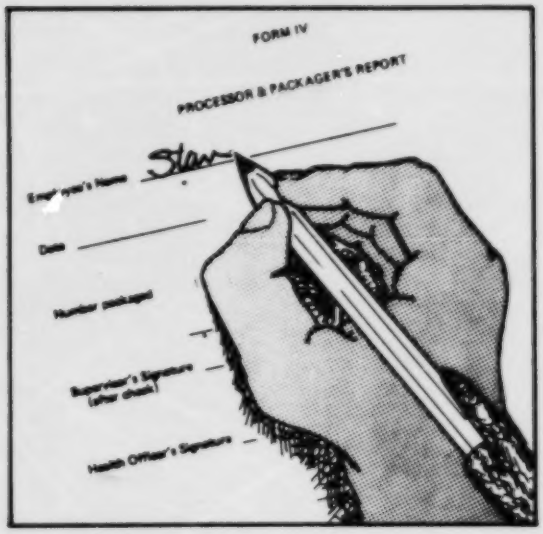
Check Point

Did you put the correct number of food items in each bag?

Did you securely fasten each bag?

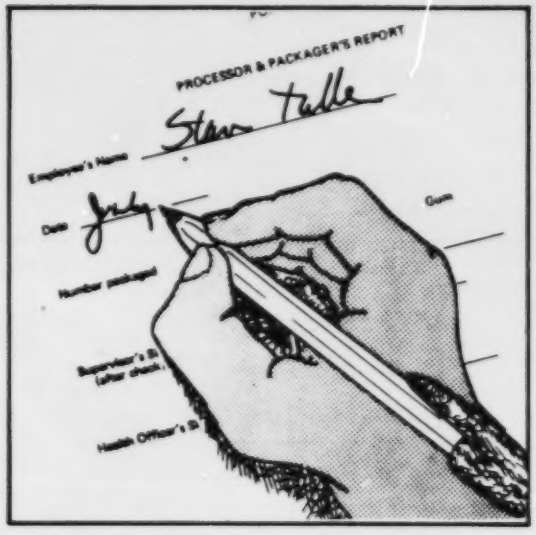
Instructional Objective III

The student will accurately fill out the processing form.

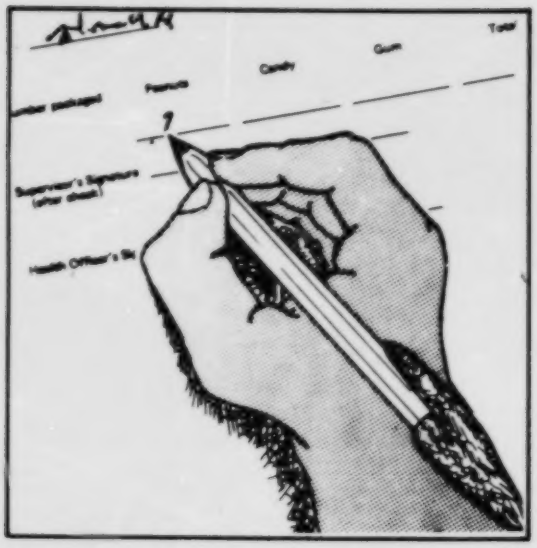


STEP 1 – Get a Processor and Packager's Report from your teacher.

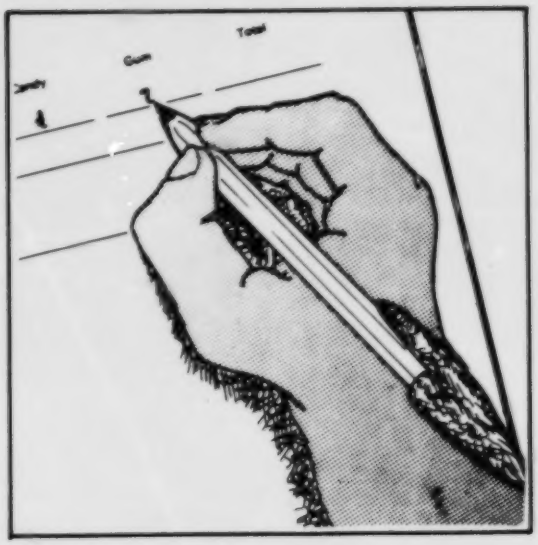
STEP 2 – Put your name by employee's name.



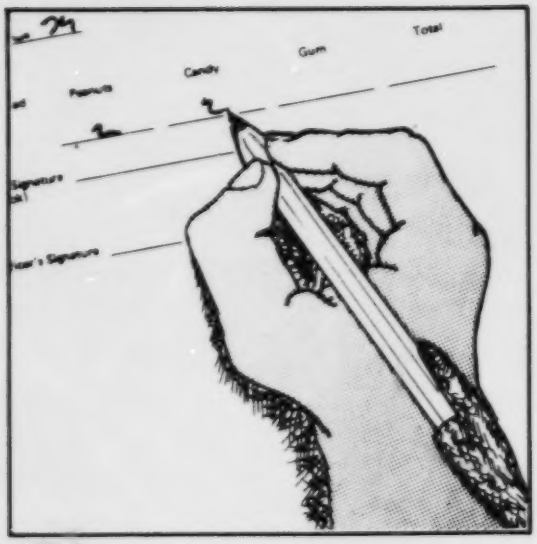
STEP 3 – Put the date on the dateline.



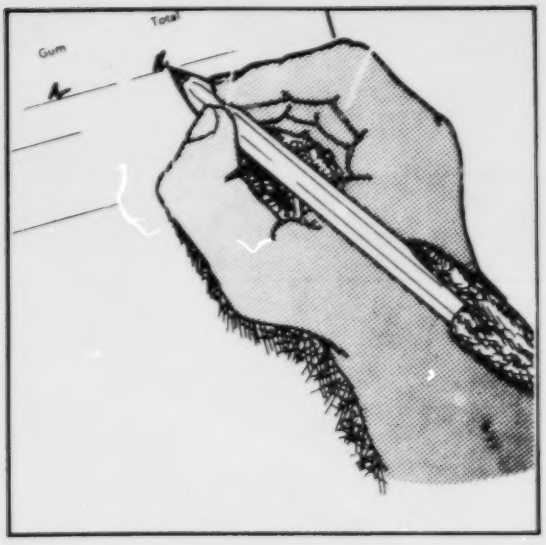
STEP 4 – Count the number of bags of peanuts you packaged, and put that number under the word peanuts.



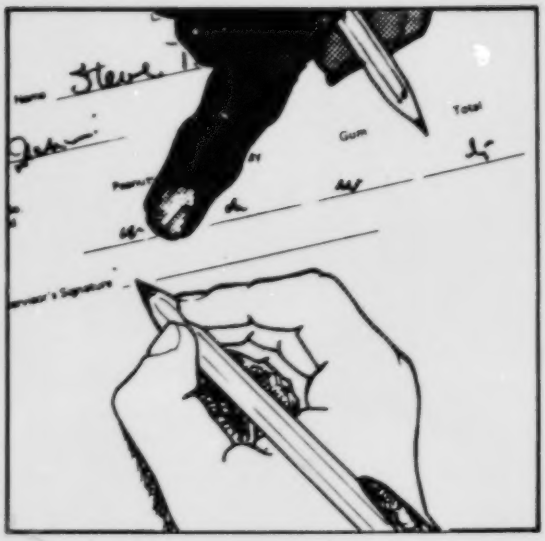
STEP 6 – Count the number of bags of gum you packaged, and put that number under the word gum.



STEP 5 – Count the number of bags of candy you packaged, and put that number under the word candy.



STEP 7 – Put the total number of packages filled under the word total.



STEP 8 – Have your supervisor recount the number of each package, and if it agrees with yours, have the supervisor sign it beside the words supervisor's signature.

STEP 9 – Give the form to the Food and Drug Inspector to sign.

Check Point

Is every line of your form filled out?

Instructional Objective IV

The student will help other students after completing his/her task.

STEP 1 – Offer to help the labeler if the labeler gets too far behind. (It is necessary for us to help each other in order to have a smooth running operation.)

Check Point

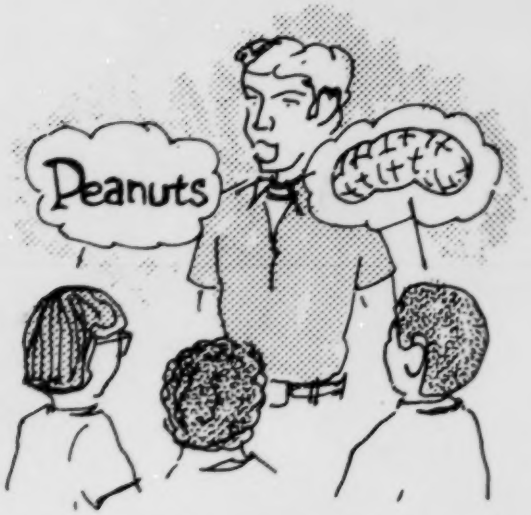
As soon as you finished, did you help the labeler, or at least offer to help?

FOOD LABELER

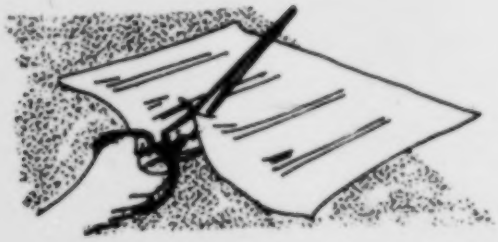
Instructional Objective 1

The student will correctly label the contents of each bag.

STEP 1 – Attend the meeting held by your supervisor to decide what picture and words you will put on each label.



STEP 2 – Have a pen and some paper ready.



STEP 3 – Copy exactly what ingredients are in the food.

STEP 4 – Put your initials on each label you do.

STEP 5 – With the help of another labeler, re-read each label to make sure there are no mistakes.

STEP 6 – Cut the label so that all of the writing is still together, and your initials can still be seen.

STEP 7 – Tape the labels on the bags of food so they can be easily read. (Be sure the label for peanuts is only on a bag having peanuts in it, and the label for candy is only on a bag having candy in it, and the label for gum is only on a bag having gum in it.)

Check Point

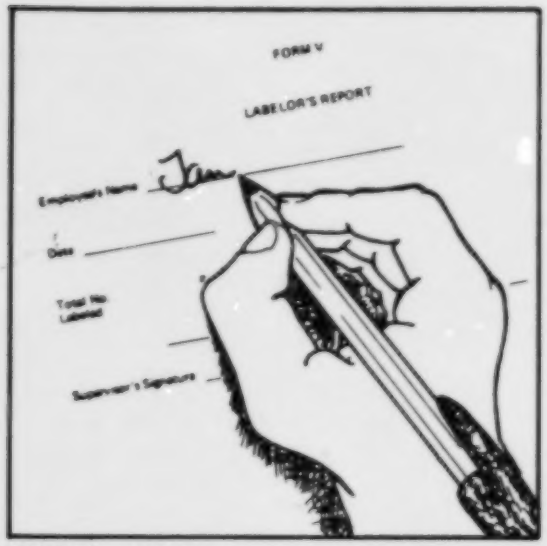
Did you check all labels to make sure they were accurate?

Did you cut each label so that none of the writing was cut off?

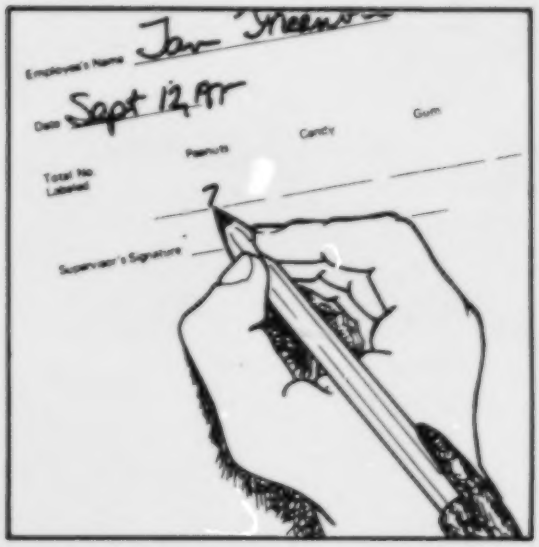
Did you attach the labels so that they couldn't come off?

Instructional Objective II

The student will correctly fill out a production form.



STEP 1 – Write your name beside employee's name.



STEP 3 – Count the number of bags of peanuts you labeled, and put that number in the first column.

STEP 2 – Put today's date on the next line.

STEP 4 – Count the number of bags of candy you labeled, and put that number in the second column.

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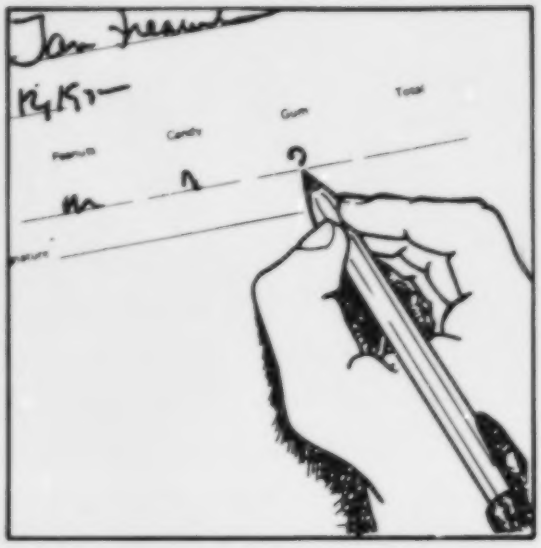
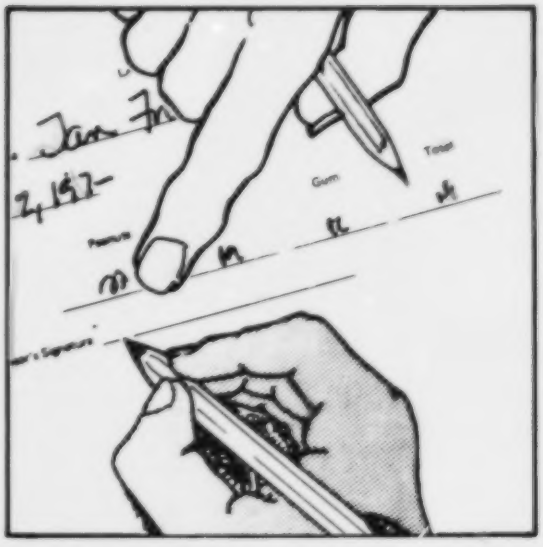
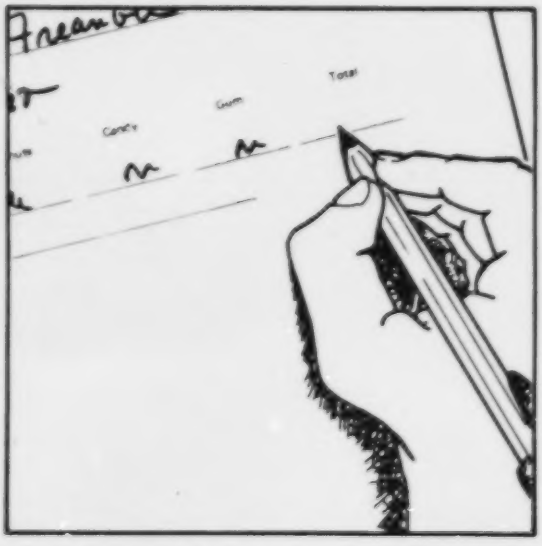


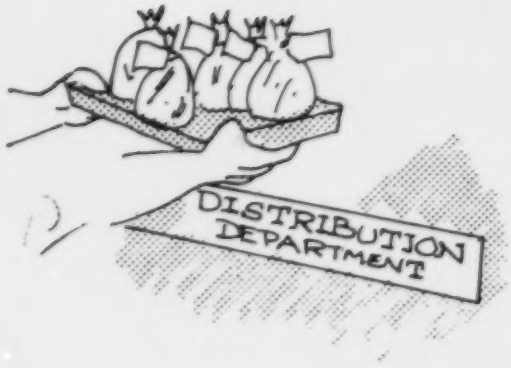
STEP 5 – Count the number of bags of gum you labeled, and put that number in the third column.



STEP 7 – Let the supervisor check your numbers, and if they are right, let the supervisor sign by supervisor's signature.



STEP 6 – Total the columns and put that number in the fourth column.



STEP 8 – Give all properly labeled and counted bags to the Distribution Department.

Check Point

Did you fill in every line of the form except for the supervisor's signature?

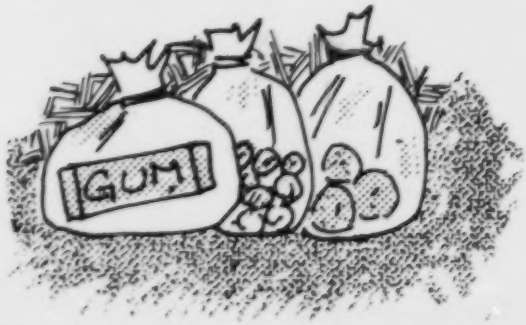
Did you give all bags to the distribution department?

DISTRIBUTION DEPARTMENT

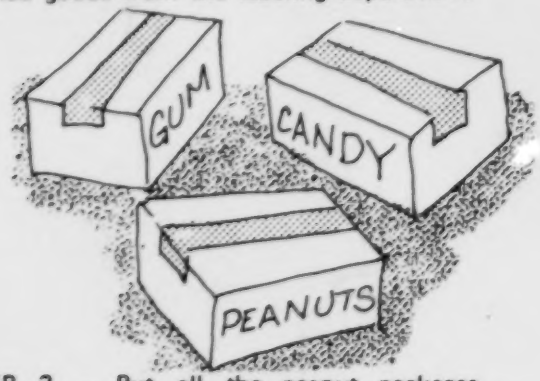
Instructional Objective 1

The student will properly fill orders from customers.

STEP 1 – Wash your hands.

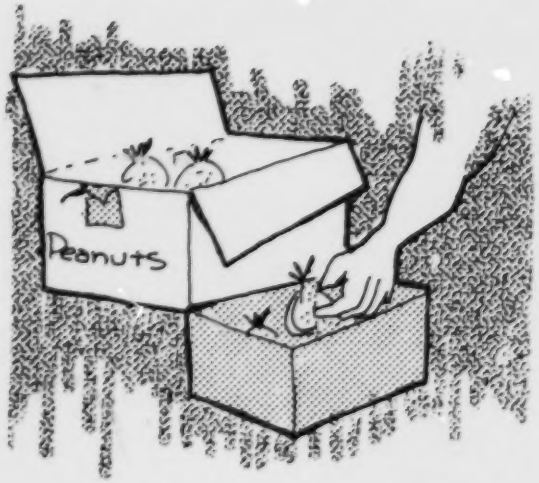


STEP 2 – Gather some of the packaged, labeled goods from the labeling department.

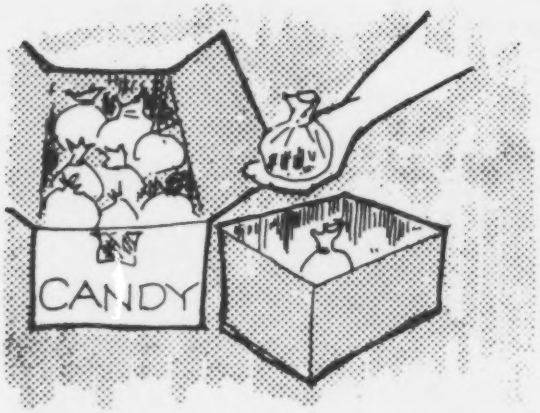


STEP 3 – Put all the peanut packages together in one large box, all the candy together in one large box, and all the gum together in one large box.

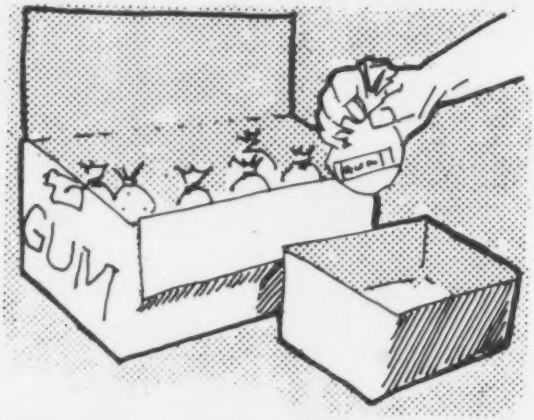
STEP 4 – Pick up any orders from the supervisor.



STEP 5 – From the big box that says peanuts, pick out the number of packages of peanuts that appears in the quantity column, and put in a smaller box.

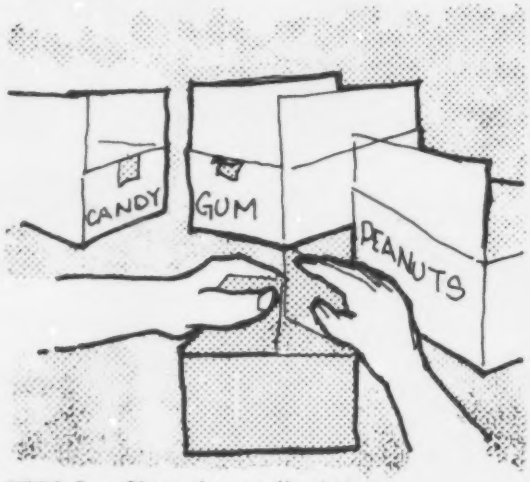


STEP 6 – Pick out the number of packages of candy that appears in the quantity column and put them in the smaller box, too.

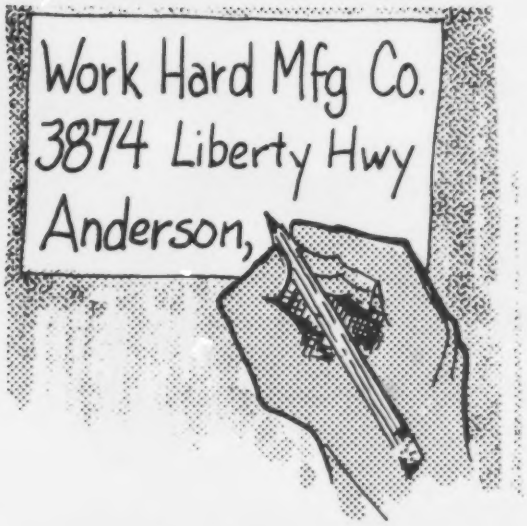


STEP 7 – Pick out the number of packages of gum that appears in the quantity column and put them in the smaller box, too.

STEP 8 – Check off the amounts on the order forms as you count them again to make sure they are correct.



STEP 9 – Close the smaller box.



STEP 10 – Put a mailing label on the box using the name, address, and city, state of the company that is receiving the food. (You will also find this at the top of the Order Form).

Check Point

Have you washed your hands?

Have you sorted the packages into the 3 boxes?

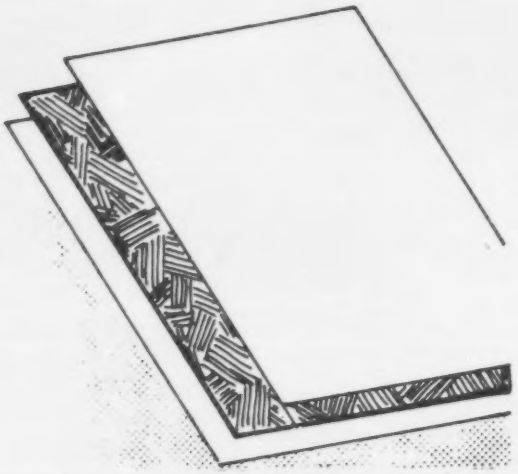
Did you properly fill the order?

Did you check off the amounts that you checked again?

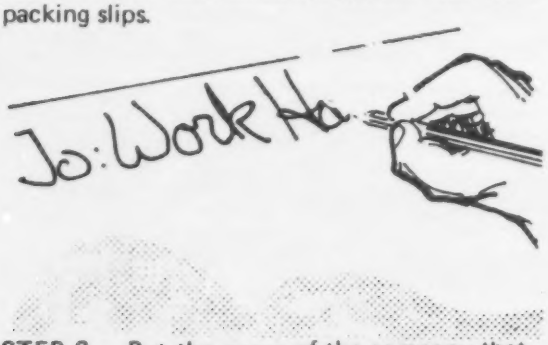
Did you put the name, address, city-state of the company ordering the goods on the mailing label?

Instructional Objective II

The student will properly fill out business forms.



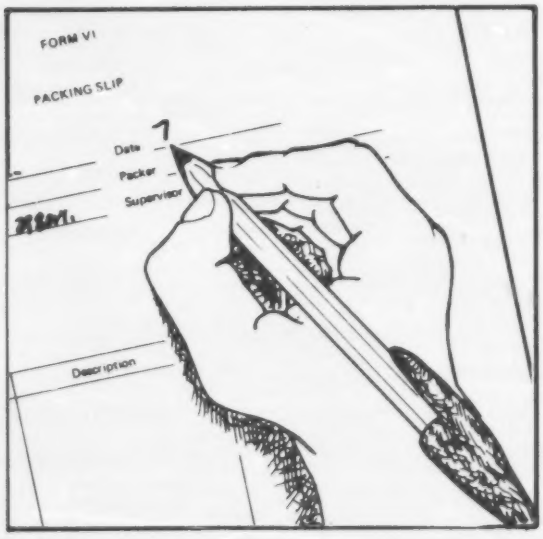
STEP 1 – Get two copies of the Packing slip and one sheet of carbon paper from your teacher. Put the carbon between the two packing slips.



STEP 2 – Put the name of the company that is getting the food on the first line after the word "To". (You will find this on the Order Form)

STEP 3 – Put the address of the company that is getting the food on the second line.

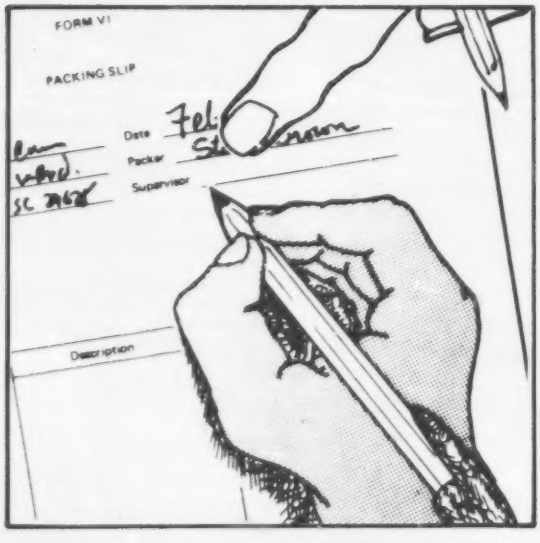
STEP 4 – Put the city, state, and ZIP Code of the company that is getting the food on the third line.



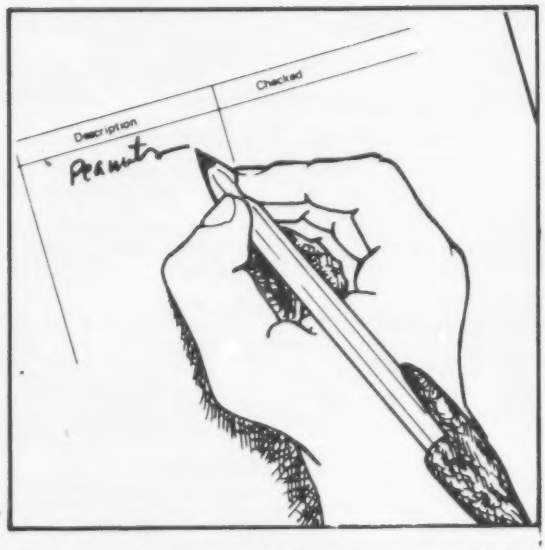
STEP 5 – Put the date beside the word date.

STEP 6 – Put your name beside the word, packer.

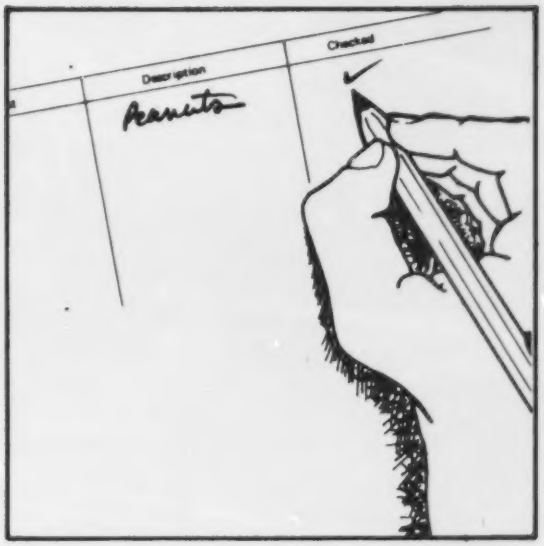
STEP 8 – In the amount column, put the number of packages of peanuts you put in the small box.



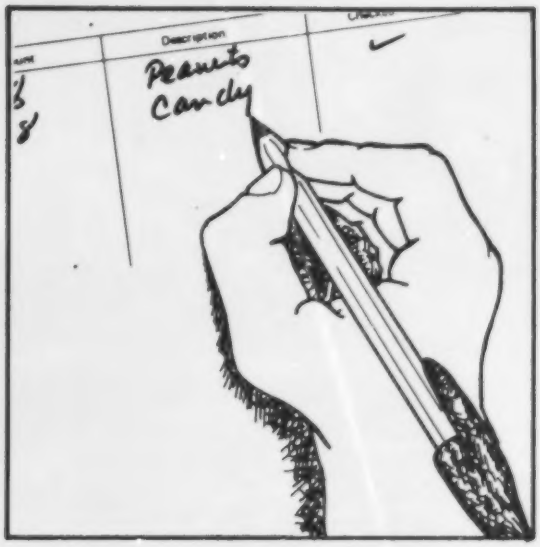
STEP 7 – Have your supervisor sign beside the word, supervisor.



STEP 9 – In the description column, put the word peanuts.



STEP 10 – In the checked column, put a check if you checked to make sure it was filled correctly.



STEP 12 – In the description column, put the word candy.

STEP 11 – In the amount column, put the number of packages of candy you put in the small box.

STEP 13 – In the checked column, put a check if you checked to make sure it was filled correctly.

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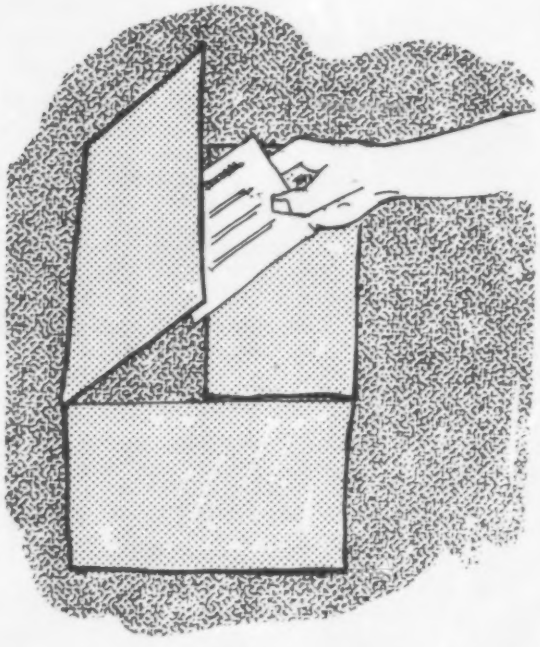
STEP 14 – In the amount column, put the number of packages of gum you put in the small box.

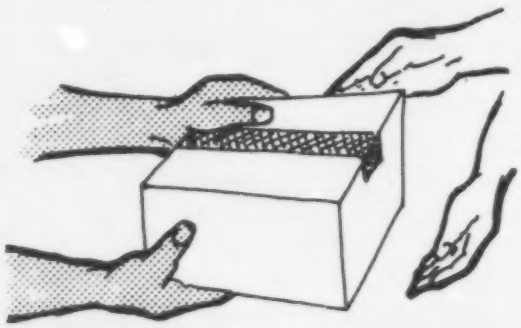
STEP 16 – In the checked column, put a check if you checked to make sure it was filled correctly.

STEP 15 – In the description column, put the word gum.



STEP 17 – Put one completed packing slip in the small box with the food.

STEP 18 – Give the other completed packing slip to the supervisor.



STEP 19 – Give the box with the food in it to the delivery person.

Check Point

Have you filled in all three lines of the address?

Is every column filled out?

Is the packing slip enclosed with the order?

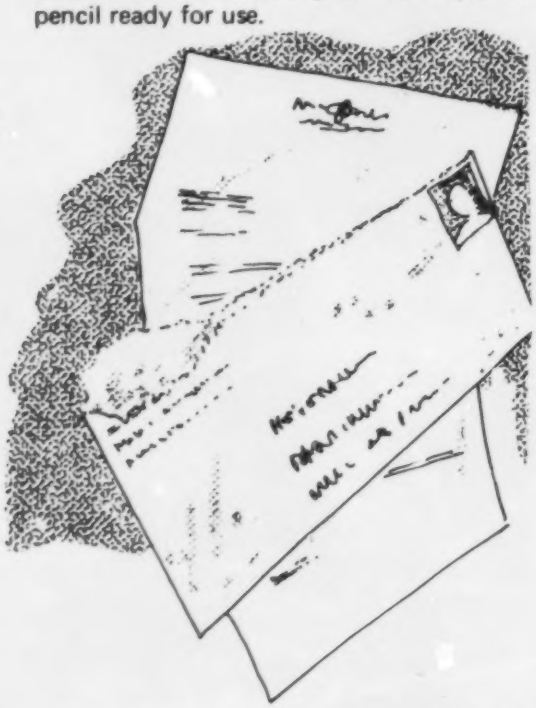
Did you give one copy of the packing slip to your supervisor?

SECRETARY (Snak-Rite)

Instructional Objective 1

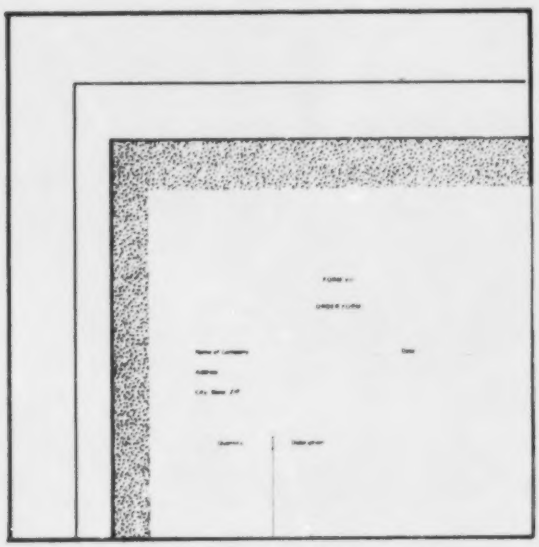
The student will process the mail and use it to fill out order forms.

STEP 1 – Make sure you have a pen or a pencil ready for use.



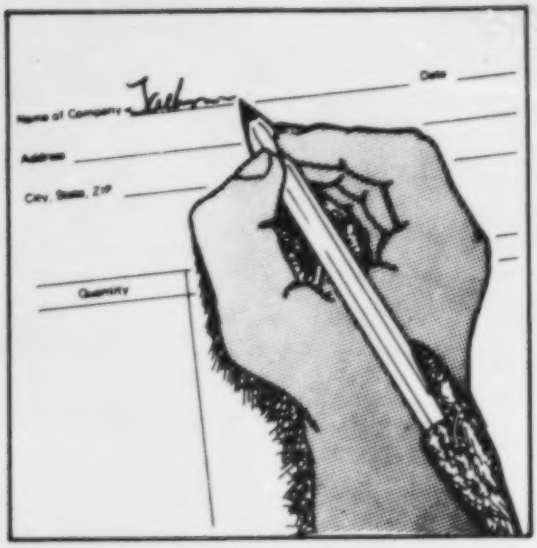
STEP 2 – Read all letters that follow this objective checkpoint.

STEP 3 – Get order forms and carbon paper from your teacher.

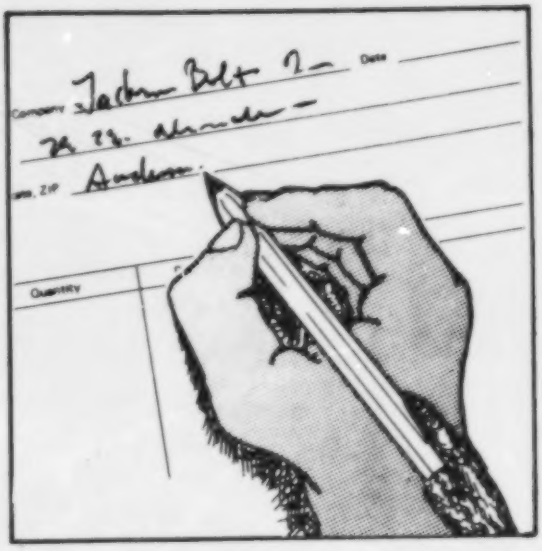


STEP 4 – Put the carbon between two order forms.

STEP 5 – By reading the letter, figure out who the letter is from, and find the company's name on your list of companies, names and addresses.

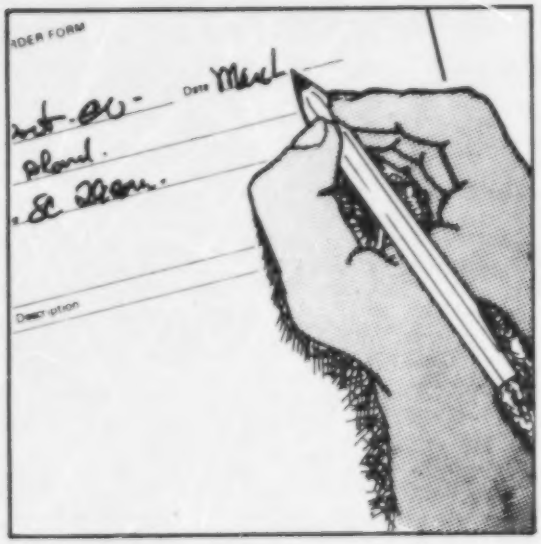


STEP 6 – Put the name of the company ordering the goods on the line by the words name of company.

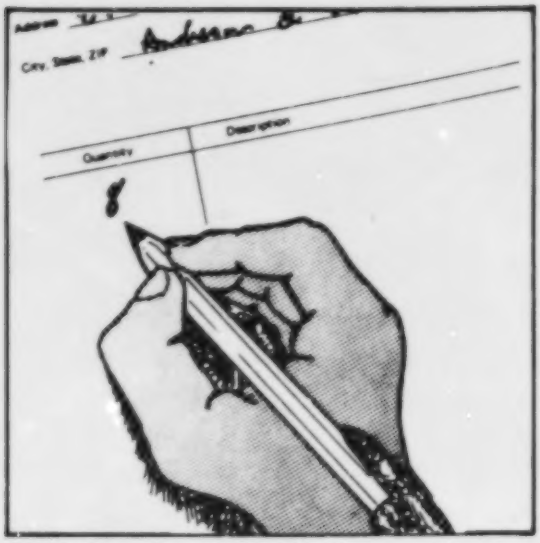


STEP 8 – Put the city, state and ZIP code on the line by the words city, state, and ZIP.

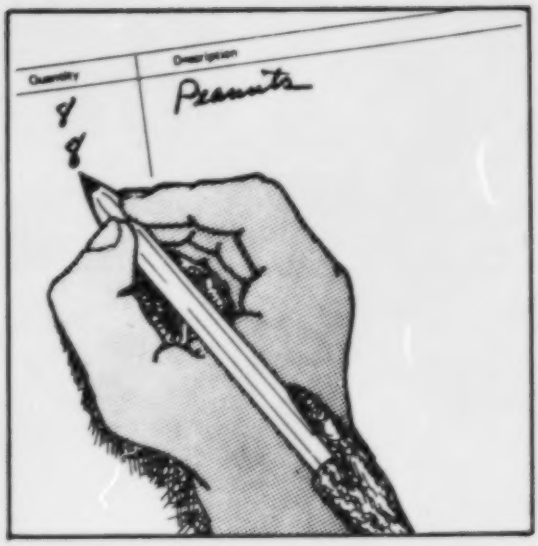
STEP 7 – Put the street address of the company ordering the goods on the line by the word address.



STEP 9 – Put the date on the line beside the word DATE.



STEP 10 – By reading the letter, decide how many packages of peanuts the company wants, and put that amount in the quantity column.



STEP 12 – By reading the letter, decide how many packages of candy the company wants, and put that amount in the quantity column.

STEP 11 – Beside the amount of peanuts ordered, put the word peanuts in the description column.

STEP 13 – Beside the amount of candy ordered, put the word candy in the description column.

STEP 14 – By reading the letter, decide how many packages of gum the company wants, and put that amount in the quantity column.

STEP 16 – Send one copy to the packing department, and keep one copy.

Check Point

Did you read each letter carefully?

Did you correctly fill out the order form for each letter?

STEP 15 – Beside the amount of gum ordered, put the word gum in the description column.

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Snak-Rite Vending Machines Company
1897 West Lake Avenue
Greenville, SC 29200

Gentlemen:

Would you please send someone to fill our vending machines?

We need the following items:

6 packages of gum
4 packages of candy
9 packages of peanuts

Your speedy delivery will be appreciated.

Sincerely yours,

Charles E. Benson Company
Secretary

Snak-Rite Vending Machines Company
1897 West Lake Avenue
Greenville, SC 29200

Gentlemen:

Would you please send someone to fill our vending machines?

We need the following items:

4 packages of gum
5 packages of candy
7 packages of peanuts

Your speedy delivery will be appreciated.

Sincerely yours,

Richard's Mfg. Co.
Secretary

Snak-Rite Vending Machines Company
1897 West Lake Avenue
Greenville, SC 29200

Gentlemen:

Would you please send someone to fill our vending machines?

We need the following items:

7 packages of gum
3 packages of candy
5 packages of peanuts

Your speedy delivery will be appreciated.

Sincerely yours,

Eddie's Service Station
Secretary

Snak-Rite Vending Machines Company
1897 West Lake Avenue
Greenville, SC 29200

Gentlemen:

Would you please send someone to fill our vending machines?

We need the following items:

2 packages of gum
7 packages of candy
8 packages of peanuts

Your speedy delivery will be appreciated.

Sincerely yours,

Jackson Bolt Company
Secretary

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Snak-Rite Vending Machines Company
1897 West Lake Avenue
Greenville, SC 29200

Gentlemen:

Would you please send someone to fill our vending machines?

We need the following items:

3 packages of gum
5 packages of candy
8 packages of peanuts

Your speedy delivery will be appreciated.

Sincerely yours,

Elite Department Store
Secretary

Instructional Objective II

The student will make sure all orders are filled.

STEP 1 – After you have received a copy of the packing slip for a particular order, staple the packing slip to your original order form to show that the order has been filled.

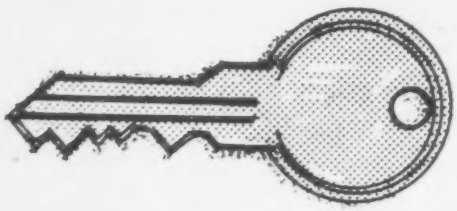
Check Point

Did you receive a packing slip from the distribution department and staple it to the original order form?

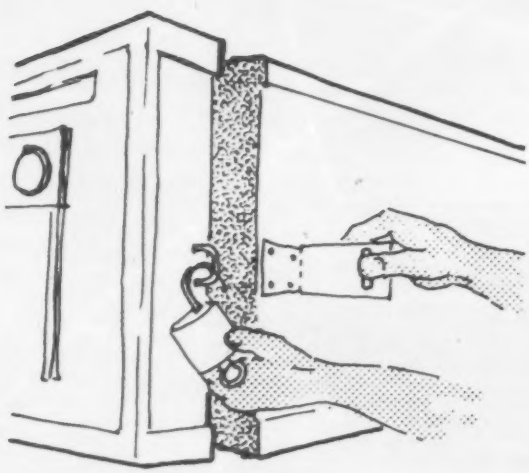
COIN COLLECTOR

Instructional Objective 1

The student will properly fill the vending machine.

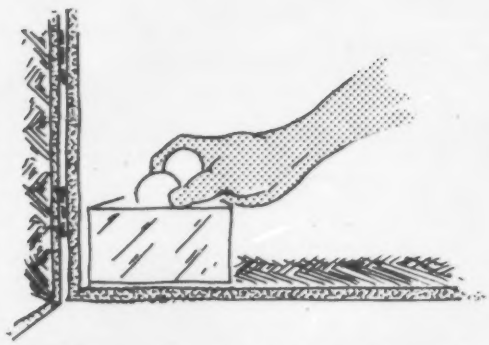


STEP 1 – Get the key for the vending machine from your teacher.

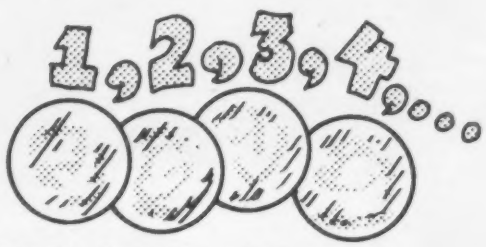


STEP 2 – Unlock the machine.

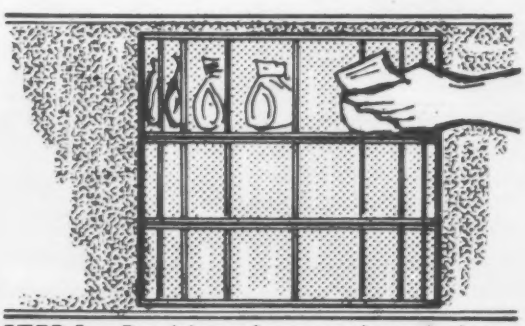
STEP 3 – Open the front.



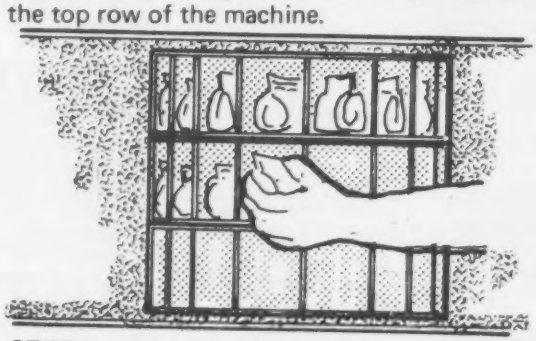
STEP 4 – Remove the coins from the coin box on the inside.



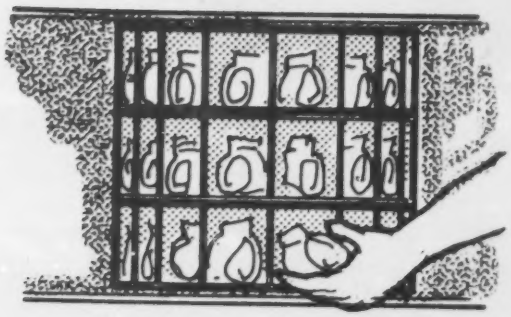
STEP 5 – Count the coins.



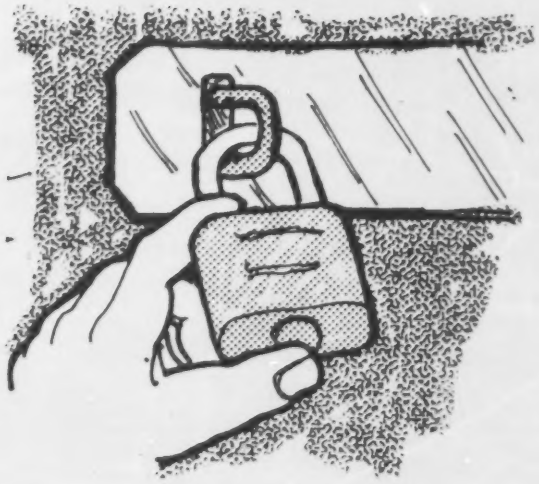
STEP 6 – Put 1 bag of peanuts in each slot on the top row of the machine.



STEP 7 – Put 1 bag of candy in each slot in the middle row of the machine.



STEP 8 – Put 1 bag of gum in each slot on the bottom row of the machine.



STEP 9 – Lock the Machine.

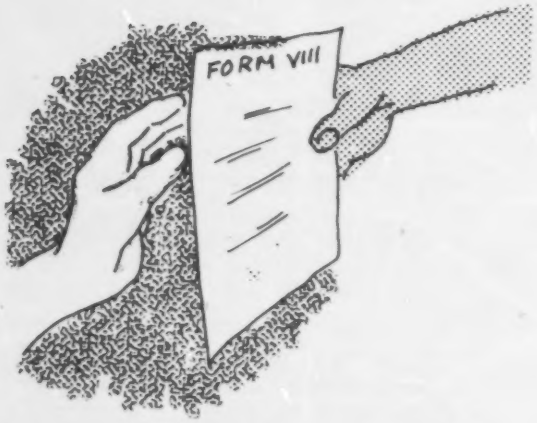
Check Point

Did you properly fill the machine as full as is possible?

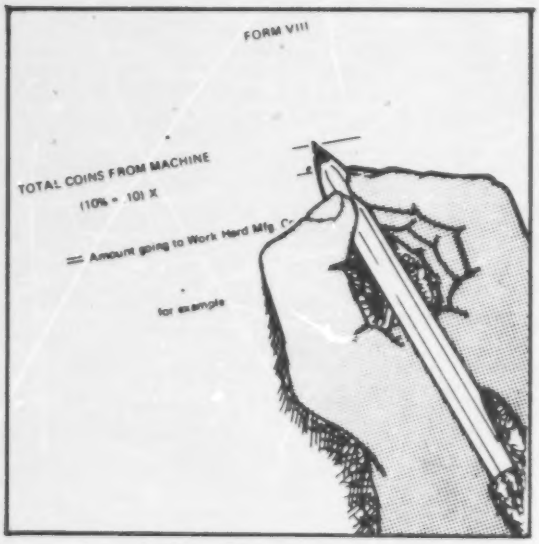
Did you lock the machine back?

Instructional Objective II

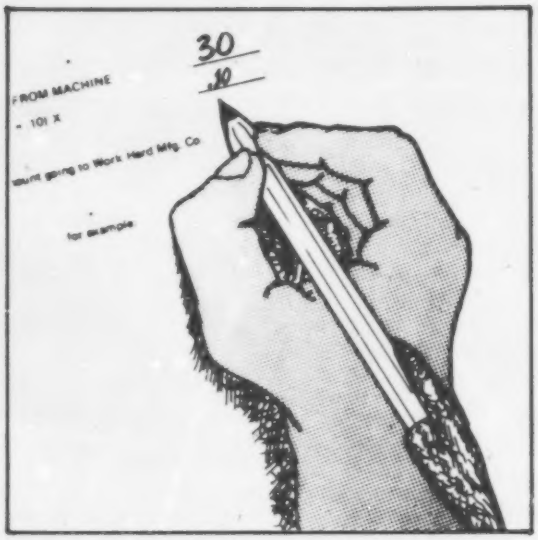
The student will share the profits with the Work Hard Mfg. Co.



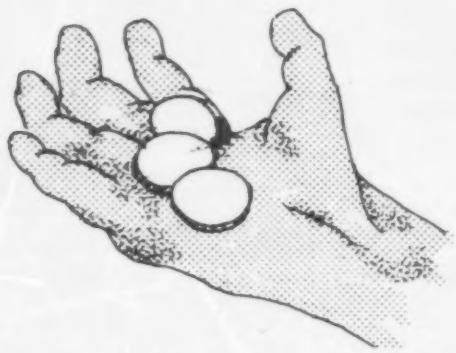
STEP 1 – Get a copy of Form 8 from your teacher.



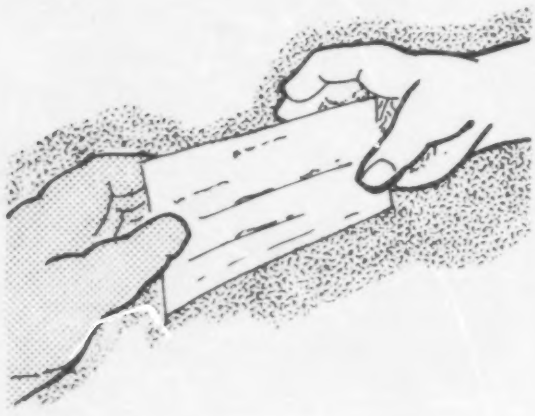
STEP 2 – Put the total number of coins on the right of words Total Coins from Machines.



STEP 3 – Multiply the total number of coins by 10%.



STEP 4 – Give the Work Hard Mfg. Co. Secretary the number of coins from your answer sheet.



STEP 5 – Wait for a receipt.

Check Point

Did you give the secretary the correct number of coins?

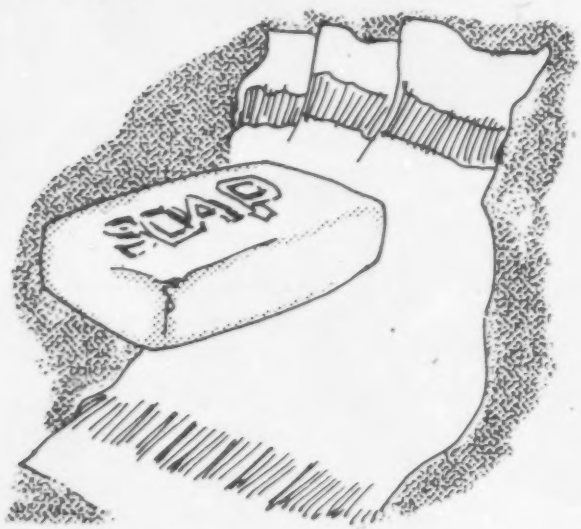
Did you get a receipt?

50

FOOD AND DRUG INSPECTOR

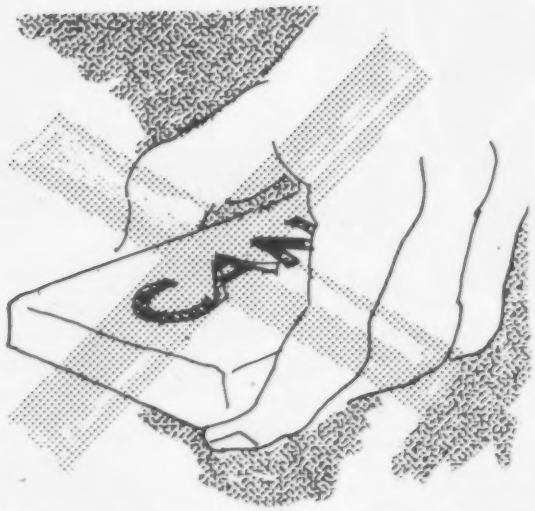
Instructional Objective 1

The student will coordinate the departments to achieve a smooth operation of the company.



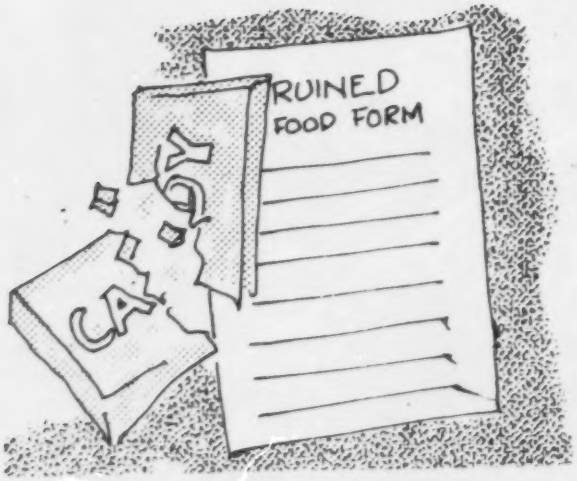
STEP 1 --Wash hands.

STEP 2 --Make sure each packager, labeler, and distribution person's hands are washed!



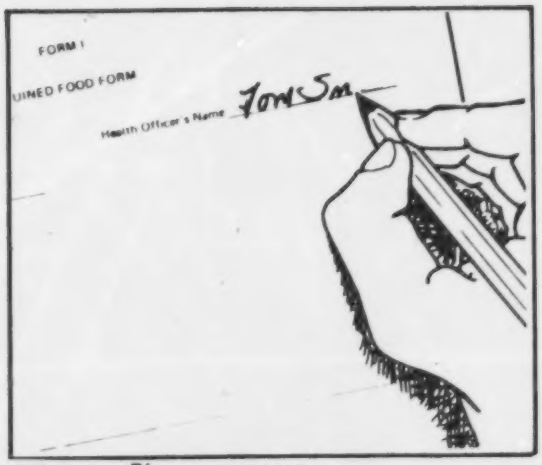
STEP 3 --Watch the goods as they come in to be sure that none of the foods to be eaten are touched. If any food is touched, make sure it is washed before packaging.

STEP 4 --Check each label to make sure that each of the foods is properly labeled. If any label is incorrect, send it back to be re-labeled.

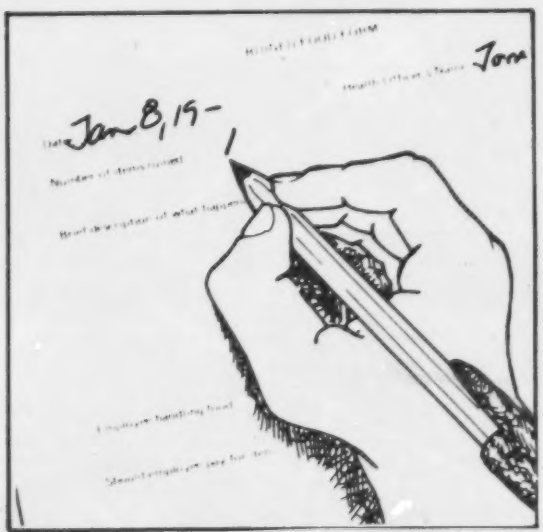


STEP 5 – If any food is ruined beyond use, get one copy of the form from your teacher for each thing that makes the food not fit to eat.

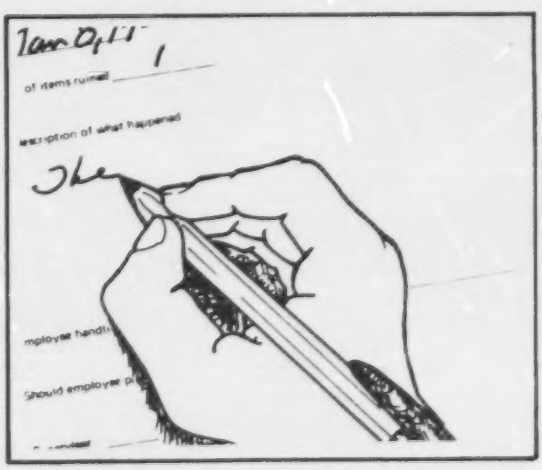
STEP 6 – Put the date on the form.



STEP 7 – Sign your name.



STEP 8 – Put in the correct number of items that were ruined.



STEP 9 – Write a brief description of what happened.

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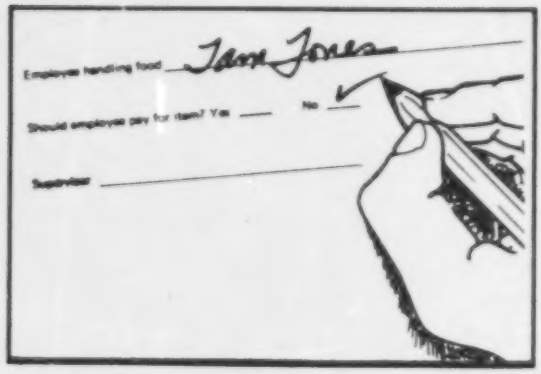
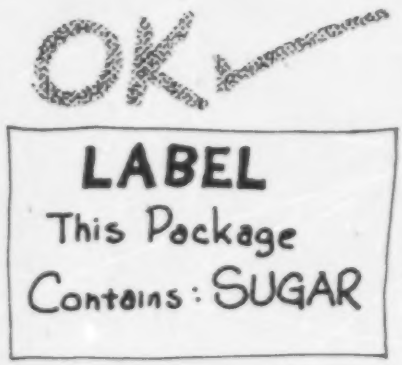
STEP 10–Write the employee's name that was handling the food.



STEP 11–Check whether or not the employee should pay for the item.

STEP 12–Ask the Processing Supervisor to sign the form.

STEP 13–Sign each processor's processing form to show you have supervised the proper, healthful filling of each bag.



STEP 14–Make sure each label is accurate for the contents of that package.

Check Point

Did you wash your hands?

Did you check that everyone's hands were washed before handling any food?

Did you check the labeling?

Did you properly fill out the ruined food form?

Did you sign each processing form?

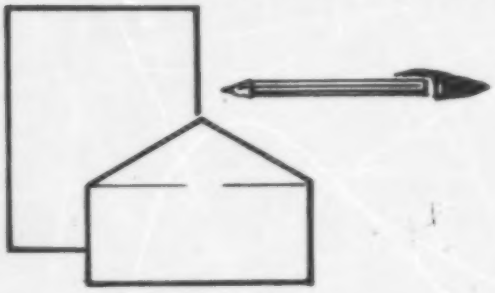
SECRETARY (Work Hard Mfg. Co.)

INTRODUCTION

You are unique in this class because you are the only person who doesn't work for the Snak-Rite Vending Machine Co. Instead, you work for the Work Hard Manufacturing Company. You are a secretary with many duties, but the main one we are interested in will be to order the food for the vending machines.

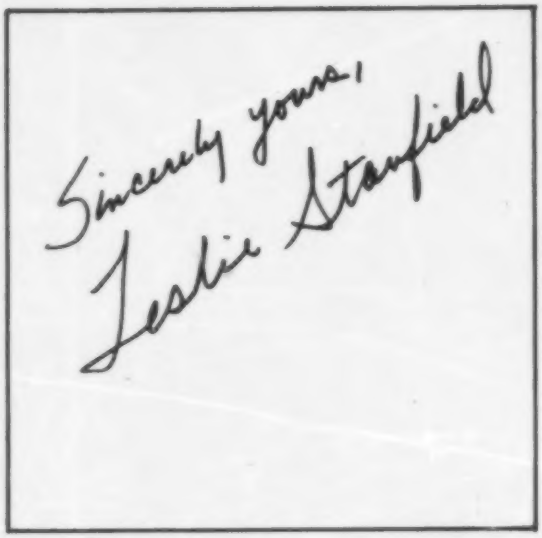
Instructional Objective 1

The student will properly order goods.



STEP 1 – Get a pen, some paper, and an envelope.

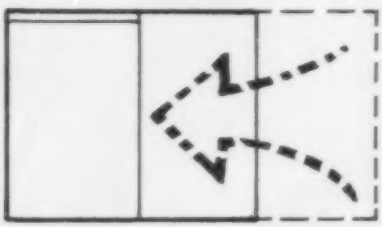
STEP 2 – Copy the letter that follows this objective point.



STEP 3 – Sign your name in the signature block above the words WORK HARD MFG. CO. SECRETARY.

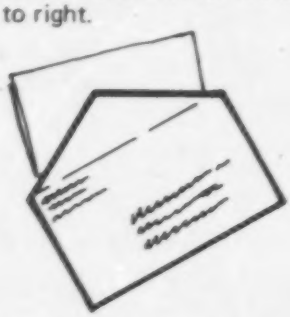
STEP 4 – Address the envelope to the Snak-rite Vending Machine Co.

STEP 5 – Fold the letter from bottom to top leaving 1/2 inch (1.27 cm) at the top.

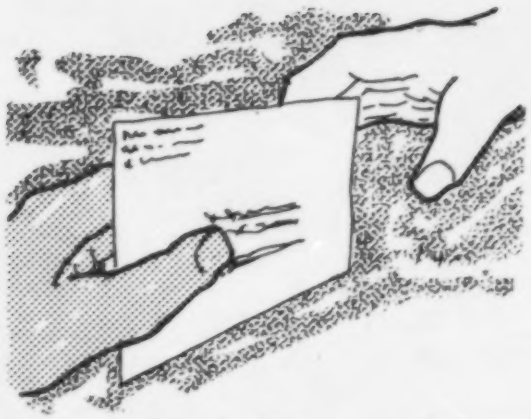


STEP 6 – Fold about 1/3 of the paper from right to left.

STEP 7 – Fold another 1/3 of the paper from left to right.



STEP 8 – Put the letter into the addressed envelope.



STEP 9 – Take the letter to the Snak-Rite Secretary.

Check Point

Is the letter copied accurately?
Is the envelope addressed correctly?
Is the letter folded properly?
Did you deliver the letter?

Snak-Rite Vending Machines Company
1897 West Lake Avenue
Greenville, SC 29200

Gentlemen:

Would you please send someone to fill our vending machines.

We need the following items:

8 packages of gum
8 packages of candy
8 packages of peanuts

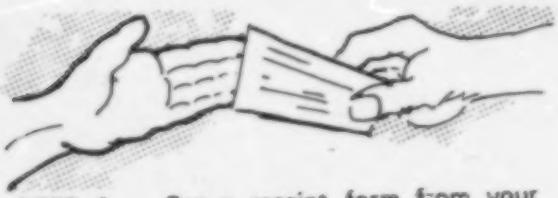
Your speedy delivery will be appreciated.

Sincerely yours,

Work Hard Mfg. Co.
Secretary

Instructional Objective II

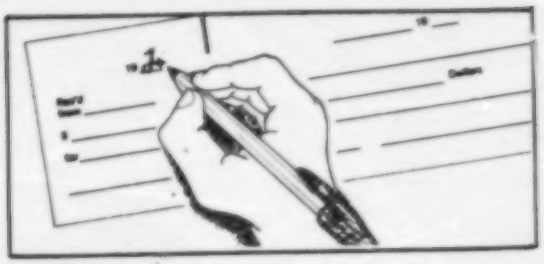
The student will properly fill out forms.



STEP 1 – Get a receipt form from your teacher.

STEP 2 – The small, left side of the receipt is called the stub.

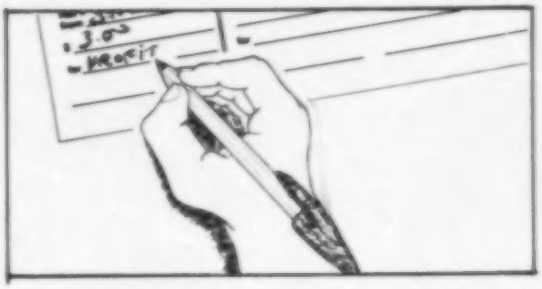
STEP 3 – The larger, right side of the receipt is the receipt itself.



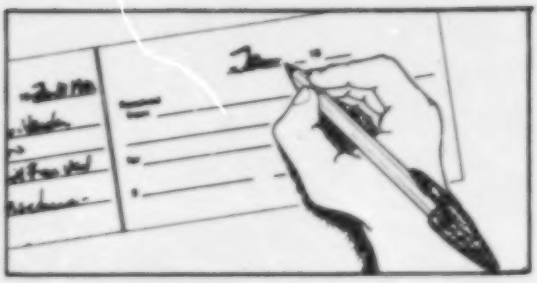
STEP 4 – Put the month, day and year on the first line of the stub.

STEP 5 – Put Snak-Rite Vending Machine Co. next to words rec'd from on the stub.

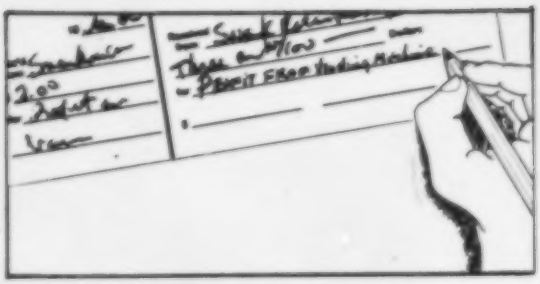
STEP 6 – Put 3.00 next to the dollar sign on the stub.



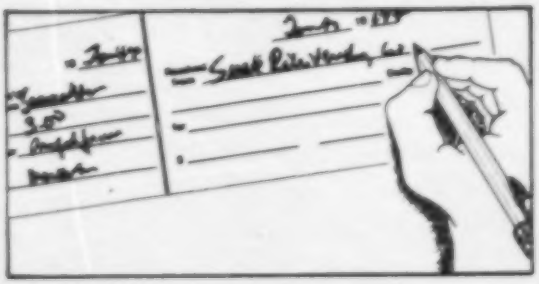
STEP 7 – Put profit from vending machines next to word for on the stub.



STEP 8 – On the receipt itself, put the date on the first line.



STEP 12 – Put profit from vending machines on the line that says for on the receipt.

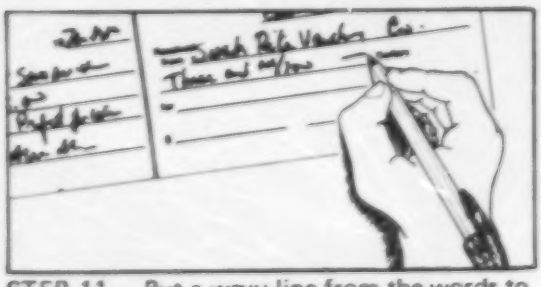


STEP 9 – On the receipt, put Snak-Rite Vending Machine Co. next to the words Received from.

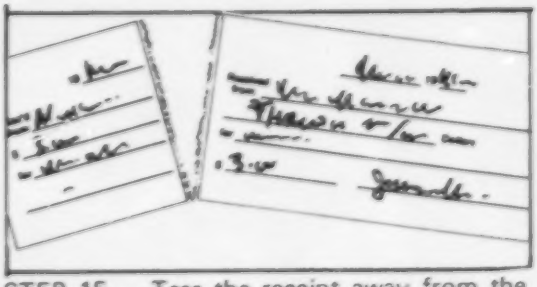
STEP 13 – Put 3.00 next to the dollar sign on the receipt.

STEP 10 – On the receipt, put the words three and No/100 on the next line.

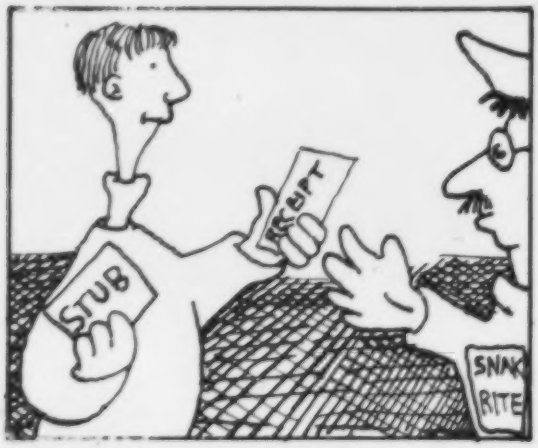
STEP 14 – Sign the receipt on the remaining line.



STEP 11 – Put a wavy line from the words to the word dollars. (This keeps anyone from changing the amount.)



STEP 15 – Tear the receipt away from the stub.



STEP 16 – Keep the stub and give the receipt to the delivery person from Snak-Rite.

Check Point

Did you fill out all lines of the stub?
Did you fill out all lines of the receipt?
Did you give the receipt to the delivery person from Snak-Rite?

138.267-042 FOOD AND DRUG INSPECTOR (gov. ser.)

Inspects establishment where foods, drugs, cosmetics, and similar consumer items are manufactured, handled, stored, or sold to enforce legal standards of sanitation, purity, and grading: Visits specified establishments to investigate sanitary conditions and health and hygiene habits of persons handling consumer products. Collects samples of products for bacteriological and chemical laboratory analysis. Informs individuals concerned of specific regulations affecting establishments. Destroys subgrades, or prohibits sale of impure, toxic, damaged, or misbranded items. Questions employees, vendors, consumers, and other principals to obtain evidence for prosecuting violators. Ascertains that required licenses and permits have been obtained and are displayed. Prepares reports on each establishment visited, including findings and recommendations for action. May negotiate with marketers and processors to effect changes in facilities and practices, where undesirable conditions are discovered that are not specifically prohibited by law. May grade products according to specified standards. May test products, using variety of specialized test equipment, such as ultraviolet lights and filter guns. May investigate compliance with or violation of public sanitation laws and regulations and be designated SANITARY INSPECTOR (gov. ser.).

201.362-030 SECRETARY (clerical) secretarial stenographer.

Schedules appointments, gives information to callers, takes dictation, and otherwise relieves officials of clerical work and minor administrative and business detail: Reads and routes incoming mail. Locates and attaches appropriate file to correspondence to be answered by employer. Takes dictation in shorthand or by machine [STENOTYPE OPERATOR (clerical)] and transcribes notes on typewriter, or transcribes from voice recordings [TRANSCRIBING-MACHINE OPERATOR (clerical)]. Composes and types routine correspondence. Files correspondence and other records. Answers telephone and gives information to callers or routes call to appropriate official and places outgoing calls. Schedules appointments for employer. Greets visitors, ascertains nature of business, and conducts visitors to employer or appropriate person. May not take dictation. May arrange travel schedule and reservations. May compile and type statistical reports. May oversee clerical workers. May keep personnel records [PERSONNEL CLERK (clerical)]. May record minutes of staff meetings. May make copies of correspondence or other printed matter, using copying or duplicating machine. May prepare outgoing mail, using postage-metering machine.

249.367-046 ORDER CLERK (clerical) customer-order clerk; order filler; order taker.

Processes orders for material or merchandise received by mail, telephone, or personally from customer or company employee: Edits orders received for price and nomenclature. Informs customer of unit prices, shipping date, anticipated delays, and any additional information needed by customer, using mail or telephone. Writes or types order form and computes total cost for customer. Records or files copy of orders received according to expected delivery date. May ascertain credit rating of customer [CREDIT CLERK (clerical)]. May check inventory control and notify stock control departments of orders that would deplete stock. May initiate purchase requisitions. May route orders to departments for filling and follow up on orders to insure delivery by specified dates and be designated TELEPHONE-ORDER DISPATCHER (clerical). May compute price, discount, sales representative's commission, and shipping charges. May prepare invoices and shipping documents, such as bill of lading [BILLING TYPIST (clerical)]. May recommend type of packing or labeling needed on order. May receive and check customer complaints [CUSTOMER-COMPLAINT CLERK (clerical)]. May confer with production, sales, shipping, warehouse, or common carrier personnel to expedite or trace missing or delayed shipments [TRACER CLERK (clerical)]. May attempt to sell additional merchandise to customer [TELEPHONE SOLICITOR (any ind.)]. May compile statistics and prepare various reports for management. May be designated according to method of receiving orders as MAIL-ORDER CLERK (clerical); TELEPHONE-ORDER CLERK (clerical).

292.483-010 COIN COLLECTOR (bus. ser.) route driver, coin machines; services, coin machines.

Drives truck over established route to collect money from and refill coin-operated amusement-game machines, jukeboxes, and vending machines that dispense merchandise, such as cigarettes, coffee, food, beverages, and candy: Loads truck with supplies according to written or verbal instructions. Drives truck to establishment, collects coins, refills machine, cleans inside of machines that dispense food or beverages, and records amount of money collected. Turns in money to cashiering department at completion of route and unloads truck. Reports malfunctioning machines to maintenance department for repair. May perform minor repairs or adjustments on machines, using handtools, to correct malfunctions. May promote installation of new or additional coin-operated machines at locations of customers or potential customers. May be designated according to type of machine serviced as AMUSEMENT-GAME MACHINE COIN COLLECTOR (bus. ser.); JUKEBOX COIN COLLECTOR (bus. ser.); VENDING-MACHINE COIN COLLECTOR (bus. ser.).

699.130-010 PRODUCTION SUPERVISOR (any ind.)

Supervises and coordinates activities of workers engaged in two or more metal manufacturing processes, such as machining, metal forming, assembling, and welding, applying knowledge of processes involved, production methods, and products. Trains employees in work methods and procedure. Inspects products to verify conformance to specifications and directs setup and adjustments of machines. Performs duties as described under SUPERVISOR (any ind.).

920.685-074 PACKAGE SEALER, MACHINE (any ind.)

Tends machines that seal filled cardboard boxes, cartons, paper, cellophane, or plastic bags: Fills glue and water reservoir. Inserts rolls of paper tape into holders. Starts sealing machine and observes operation to detect faulty sealing and prevent conveyor jamming. Feeds cartons into machine and removes cartons from discharge conveyor. Feeds filled celophane or glassine bags into machine that heats and seals top of bag. May adjust holding guides and conveyor line tripping mechanism that regulates movement of carton through gluing and flap-turning mechanism. May pack containers. May stamp identifying data on carton. May inspect contents of package to verify size, color, or brand of article. May be designated according to product packaged as CIGARETTE-CARTON SEALER (tobacco); type of machine operated as BOX-SEALING-MACHINE CATCHER (any ind.); HOT-SEALING-MACHINE OPERATOR (any ind.); or task performed as BOX-SEALING-MACHINE FEEDER (any ind.).

920.685-078 PACKAGER, MACHINE (any ind.) machine operator, packaging.

Tends machine that performs one or more packaging functions, such as filling, marking, labeling, tying, packing, or wrapping containers: Starts machine and observes operation to detect malfunctions of machine. Stops machine and reports malfunction to supervisor. Makes minor adjustments or repairs, such as opening valves, changing forming and cutting dies, setting guides, or clearing away damaged products of containers. Inspects filled container to insure that product is packaged according to specifications. May feed product to conveyors, hoppers, or other feeding devices, and unload packaged product. May replenish packaging supplies, such as wrapping paper, plastic sheet, boxes, cartons, glue, ink, or labels. May mount supplies on spindles or place supplies in hopper or other feeding devices. May position and hold container in machine and press pedal or button or move lever to clean, glue, label, sew, or staple container. May cut stencils and stencil information on container, such as lot number or shipping destination. May tally number of units of product packaged or record information, such as size, weight, and type of products packaged. May be designated according to specific function or functions performed by machine tended as BOTTLE WASHER, MACHINE (any ind.) II; CAPPING-MACHINE OPERATOR (any ind.); CONTAINER-MAKER-FILLER-PACKER OPERATOR (any ind.); FILLING-MACHINE OPERATOR (any ind.); LABELER, MACHINE (any ind.); WRAPPING-MACHINE OPERATOR (any ind.). Additional titles: AEROSOL-LINE OPERATOR (any ind.); BAG PRINTER (bone, carbon, & lampblack; chem.); BLISTER-PACKING-MACHINE TENDER (any ind.); BREAD-WRAPPING-MACHINE FEEDER (bake. prod.); CANDY-WRAPPING-MACHINE OPERATOR (confection.); CARTON-GLUING-MACHINE OPERATOR (any ind.); CELLOPHANE WRAPPER, MACHINE (any ind.); COVER MARKER (paint. & varn.); GLASSINE-MACHINE TENDER (any ind.); PACKING-MACHINE TENDER (any ind.); PLLETIZER OPERATOR (any ind.) II; SACK SEWER, MACHINE (any ind.); SILK SCREENER (optical goods); SPRING CRATER (matt. & bedspring); STENCIL CUTTER, MACHINE (any ind.); TEA-BAG-MACHINE TENDER (food prep., n.e.c.); TIRE WRAPPER (auto. ser.; rubber tire & tube); TUBE-FILLING-MACHINE OPERATOR (can. & preserv.; chem.); TYING-MACHINE OPERATOR (any ind.); WRAPPING-AND-PACKING-MACHINE OPERATOR (any ind.). [Workers who package products by hand are classified under PACKAGER, HAND (any ind.)].